Canadian Home Economics Journal

Revue canadienne d'économie familiale

39
Families from the Past
FAMILIES OF THE FUTURE
98

International Year of the Family
Année internationale de la famille

Fall / Automne 1994
Volume 44
No. 4

FAMILIES: FROM PAST TO FUTURE
FAMILLES : D'HIER À AUJOURD'HUI

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Canadian Home Economics Association /
Association canadienne d'économie familiale
901-151 Slater Street, Ottawa, Ontario,
Canada, K1P 5H3
Tel: (613) 238-8817 / 238-8819

Design / Dessin
Henry Dunsmore, Victoria, P.E.I.

Translation / Traduction
Quali-T Traductions, Ottawa

Canadian Publications Mail
Sales Product Agreement
No. 177849

Published quarterly / Publication trimestrielle

Printing / Imprimé
Williams & Crue, Summerside, P.E.I.

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Subscription, membership fees, and change of address should be mailed to the CHEA National Office, 901- 151 Slater Street, Ottawa, Ontario K1P 5H3.

Subscriptions are available to libraries and institutions at the rate of $50 per year ($55 U.S.; $59 Foreign) and to individuals not eligible for membership at the rate of $35 ($40 U.S.; $44 Foreign).

Classified Ads should be sent directly to the Business Manager. The rate is 95 cents per word or figure ($30 minimum). Rates for classified display ads are available on request.

Contents are indexed in the *Canadian Periodical Index* and selectively indexed in *Public Affairs Information Service, Canadian Education Index, Nutrition Abstracts and Reviews, Inventory of Marriage and Family Literature, Bibliographic Index of Health Education Periodicals, Current Index to Journals in Education,* and *World Textile Abstracts.* Microfilm and photocopies are available from Micromedia Limited, 20 Victoria Street, Toronto, Ontario, M5C 2N8 or University Microfilms International, 300 N. Zeeb Road, Ann Arbor, MI 48106, U.S.A.

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Supported in part by grants from the Canadian Home Economics Association Foundation and the Canadian Association for Research in Home Economics.

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Le matériel publicitaire doit être envoyé directement à l'administratrice. Tarif des petites annonces: 95 cents le mot ou le chiffre (minimum de 30$); annonces en vedette: tarif sur demande.

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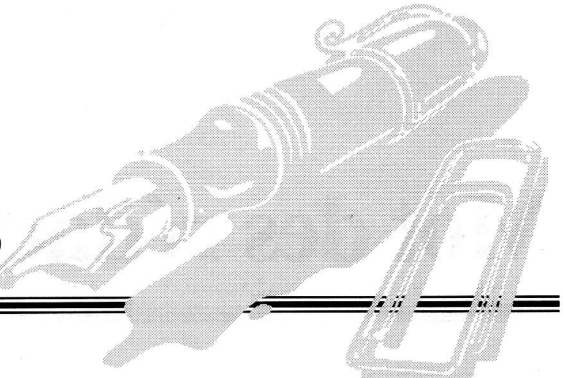
From the Editors



How quickly we seem to have moved from the first *Journal* issue in the International Year of the Family to this, the last. This issue with its theme "Families From Past to Future" presents women in the past not as a sociological study of the family but rather with accounts of women's lives and their response to their social environment.

In the early decades of this century as portrayed by Marie McNaughton in her article, many everyday needs were satisfied by production in the home and on the farm. Women's Institutes devised often ingenious solutions to problems (like their "Nursery Car") in order to benefit women and free them to contribute to the organization and their communities. In the Second World War, home care of the sick was emphasized by the W.I.— another task among those shouldered by women and reflected in clothing styles as described by Susan Turnbull Caton in her article.

Today, the family is being seen as a consumptive unit and its daily needs are increasingly commodified. Gale Smith's article is a cautionary tale. Expanding on Rita Schneider's "Ideology and Family Change" and following Marjorie Brown's analysis and Patricia Thompson's insights, she warns that home economists unthinkingly without critical analysis may buy into current ideologies which operate to the detriment of family well-being.

Janet Fast and Berna Skrypnik give data on women in the paid labor force since 1951. Their article illustrates changes for women and changes in society's expectations. From their analysis, they conclude that women are highly committed to participation in the paid labor force. To what extent does this finding affirm acceptance of and conformity to the dominant ideology? The implications and repercussions of this change in women's lives are undeniably felt by and within families and consequently in communities as well.

An important concern for future families is home economics education. Agathe Gagné-Collard's article on professional formation of teachers and Scotti Stephen's viewpoint, expressed in "Home Economists Speak Out," on personal and social relevance for today's high school students both address home economics teaching and both call for the development of a critical perspective for teachers.

All of these articles show the interplay between private and public, the Hestian and Hermean domains. Many questions come to the fore as we puzzle over changes that have taken place. Where do children fit in all this? No mother in the paid labor force would deny the need for accessible affordable child care. But what is the answer to long working hours when men as well as women presently feel they have too little family time? Women's unpaid work has left them bereft of financial resources to carry out programs for their own and their families' betterment. Repeatedly through the years, many community programs of benefit to women and children have had their funding support withdrawn. Today in the present social climate, there is a clear need for intervention to influence government policy. The *Journal* is initiating a new Department, "Home Economists in Public Policy," to encourage home economists to participate in actions related to policy formation and change. Sue McGregor in this issue describes the first steps in taking action to influence public policy on behalf of families.

Can this look backward to families past help us to look to the future? Regard for the past and reflection on current thinking and philosophies lead us to believe that the future is up to us: what we collectively and globally envision the future of our planet to be, that will come to pass. Overwhelming perhaps for single individuals, but not if we make common cause with others who hold a similar vision.

J. Estelle Reddin
Editor

Reader Forum

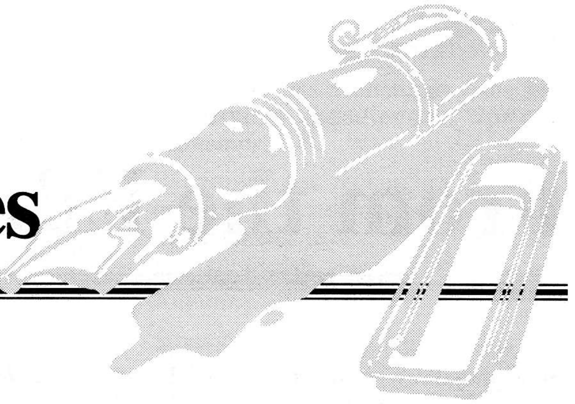
To the Editor
Re: Spring 1994 Issue

Thank you to the authors and editors for addressing these issues at this time: (1) "Guidelines for Setting Minimum Standards for the Practice of Home Economics" by Ruth Berry. It is to be hoped that every member of the Ontario HEA reads this. There are still home economists asking questions about federation and this report provides so many of the answers. (2) "Ecology as a Unifying Theme for Home Economics/Human Ecology" by Eleanore Vaines. At present I am a busy volunteer in the Long Term Care Planning for Change by the Ontario government. As a home economist I am involved in analyzing the "families as they are interconnected, intricate, and complex webs in relation to other living systems" (Vaines).

Sincerely,
Barbara Floyd, P HEc
Belleville, Ont.

CHEJ welcomes letters from our readers. We reserve the right to edit submissions, taking into account style, clarity, and length.

Mot des rédactrices



C'est incroyable comme le temps a passé vite entre le premier et ce dernier numéros de la *Revue* en cette Année internationale de la famille. Sous le thème de l'évolution de la famille, nous traitons dans ce numéro des femmes du passé, non dans le but de faire une étude sociologique de la famille, mais pour montrer la vie qu'elles menaient et la façon dont elles se sont adaptées au contexte social.

Au début du siècle, les membres des Instituts féminins de l'Alberta, comme nous en parle Marie McNaughton dans son article, ont fait face aux besoins quotidiens en produisant les choses nécessaires à la maison et à la ferme. Ces groupes de femmes ont souvent trouvé des solutions ingénieuses à leurs problèmes «la voiture crèche», par exemple afin d'être en mesure de prendre part aux activités de l'organisme et de leur communauté. Pendant la Deuxième Guerre mondiale, l'Institut féminin s'est particulièrement intéressé aux soins à domicile pour les malades, une des tâches assumées par les femmes et dont témoigne la mode de l'époque comme la décrit Susan Turnbull Caton dans son article, lequel montre également l'influence qu'a eue le «monde extérieur» sur la «vie privée» et jusqu'à quel point les gens ont eu du ressort.

De nos jours, la famille est considérée comme un agent de consommation et ses besoins courants sont de plus en plus réifiés. Gale Smith, dans son article, nous met en garde. En développant la pensée de Rita Schneider («Ideology and Family Change») et comme suite à l'analyse de Marjorie Brown et aux réflexions de Patricia Thompson, elle nous prévient que les économistes familiales souscrivent sans réfléchir et sans poser de questions à des idéologies qui vont à l'encontre du bien-être de la famille.

En remontant le temps depuis la Deuxième Guerre mondiale, Janet Fast et Berna Skrypnik nous présentent, dans leur article, des données sur les femmes qui ont occupé un emploi rémunéré depuis 1951. Replacées dans leur contexte, ces informations montrent l'évolution de la situation de la femme et des attentes de la société à l'endroit de cette dernière. Les auteures tirent de leur analyse la conclusion que les femmes sont fermement décidées à faire partie de la main-d'oeuvre rémunérée. Quelle que soit la mesure dans laquelle cette constatation démontre l'acceptation et l'adhésion dont jouit l'idéologie dominante, il ne fait pas de doute que la portée et les répercussions de cette évolution de la situation de la femme s'étendent aux familles et, par conséquent, à la vie communautaire.

L'instruction en économie familiale est l'une des préoccupations importantes concernant les familles à venir. Agathe Gagné-Collard, dans son article sur la formation des maîtres, le troisième en série dans la *Revue*, et Scotti Stephen, dans son article, intitulé «Home Economists Speak Out», qui porte sur l'utilité, sur les plans personnel et social, de l'enseignement de cette matière aux élèves du secondaire, traitent de l'enseignement de l'économie familiale et demandent qu'un point de vue critique soit présenté aux enseignants.

L'ensemble de ces articles montre l'interaction des domaines privé et public. Le climat social actuel exige une intervention dans la politique gouvernementale. La *Revue* a publié plusieurs articles sur l'évolution de la société. Maintenant, nous lançons une nouvelle rubrique, intitulée « Le rôle des économistes familiales en politique gouvernmentale », afin d'inciter les spécialistes en économistes familiales à participer à la définition et à la réorientation des programmes d'action. Un premier article, intitulé « Home economists as policy analysts: A legitimate professional role » et signé par Sue McGregor, est publié dans le présent numéro. L'auteure décrit comment aborder ce besoin d'influencer la politique officielle au nom des familles.

Nombre de questions nous viennent à l'esprit lorsqu'on s'interroge sur les nouvelles réalités. Qu'advient-il des enfants? Aucune mère sur le marché du travail nierait la nécessité d'avoir accès à des services de garde à un prix abordable. Quelle est la solution au problème des longues heures de travail des parents (ou des pères ou mères sans conjoint) dans un contexte où tant les hommes que les femmes se plaignent du peu de temps qu'ils peuvent consacrer à la vie familiale? Le travail non rémunéré prive les femmes des ressources financières qui leur permettraient d'améliorer leur sort et celui de leur famille. On ne cesse de couper les subventions aux programmes communautaires qui profitent aux femmes et aux enfants. Et ça continue...

Ce regard sur le passé nous aidera-t-il à voir l'avenir de la famille? La prise en compte du passé et une réflexion sur la pensée actuelle nous amènent à croire que l'avenir est vraiment entre nos mains, en ce sens qu'il arrivera ce que nous, en tant que collectivité et en tant qu'habitants de la planète, voudrons bien en faire.

La tâche est trop lourde pour chacun, mais non si nous faisons cause commune. L'espoir revient alors et l'avenir n'est plus limité à une idéologie dominante oppressive.

J. Estelle Reddin
Rédactrice

A Response to Ideology and Family Change

Mary Gale Smith

In the article "Ideology and Family Change," Rita Rae Schneider (1994) argues that the greatest concern Canadian families face at the present time is not change in and of itself but the influence of the underlying ideology prevailing in a society. I propose to extend the dialogue on ideology on three levels: 1) at the conceptual level by exploring the concept of ideology; 2) at the level of ideology itself by exploring family ideology; and 3) at the level of home economics practice by exploring how ideology has shaped how we understand ourselves and our work with families.

Ideology

Schneider defines ideologies as "systems of value-laden belief sets" (p. 6). A more robust conception would extend this statement to note that ideology, as a belief system, is a controlling set of representations that cannot be separated from patterns of behavior and practice. Ideology does not exist in limbo or isolation from the world."It must have some relation to people's material existence or at least be perceived as having such a relation, otherwise it would be irrelevant" (Gittins, 1993, p. 156).

Ideology is a way of thinking about or understanding the world. Yet it offers only a partial understanding of reality. If based in everyday life, it contains elements of truth. However, if rooted in a particular class relationship, it is distorted by narrow class interests and perceptions. Ideological forms of consciousness then become definite practices of thinking about society that reflect the experience of ruling and being ruled. They work to produce mistaken and misleading beliefs about the way people live and the relationship between people and their material conditions of existence. Ideology becomes the vehicle by which the dominant class imposes its view of reality upon the whole society (Bryson, 1992; Smith, 1988), rules society, and maintains its power, often behind a veil of espoused benevolence (Kriesberg, 1992).

Althusser (1971) proposes a general theory of ideology in which he advances Marx's theory of the state by distinguishing two kinds of state apparatuses: ideological and repressive. Repressive state apparatuses consist of government, administration, the police, courts, prisons, and so on that function through mechanisms of violence. Ideological state apparatuses include religion, education, family, politics, trade unions, communications media, and culture. Althusser argues that "no class can hold state power over a long period without at the same time exercising its hegemony over and in the State Ideological Apparatuses" (p. 254).

Critical theorists, such as Apple and Habermas (Fay, 1987; Giddens, 1987; Habermas, 1972) contend that there is no end to ideology and that ideology permeates every part of our existence. Brown states that people are not free agents but are "like puppets whose strings are pulled by the ideological state apparatuses" (1994, p. 120). Acceptance of an ideology constitutes a form of self-deception about one's own free agency.

Smith (1987) extends the discussion by showing how women have

Abstract

This article is wtitten as a response to the article Ideology and Family Change by Rita Rae Schneider that appeared in the winter 1994 issue of the Journal. It attempts to extend the dialogue on ideology initiated by Schneider, arguing that there are ideological influences in society, in addition to scientific rationalism, that affect families and the work of home economists. A broader consideration of ideology is offered and family idelolgy is considered, as well as the notions of ideology in the latest works of two home economic theorists, Marjorie Brown and Patricia Thompson.

The Author

Mary Gale Smith is a doctoral student in home economics education at the University of British Columbia. Her research interests are curriculum theory, home economics education, global education, and teacher education.

Résumé

Dans son article intitulé Ideology and Family Change, *Rita Rae Schneider (1994) affirme que le problème le plus important auquel les familles canadiennes doivent faire face de nos jours n'est pas le changement comme tel, mais plutôt l'influence de l'idéologie sous-jacente prévalant au sein de la société. À l'avis de l'auteur, l'idéologie scientifique moderne englobe d'autres idéologies que Rita Schneider n'a pas examinées et qui ont également influencé les familles. Elle propose de poursuivre le dialogue sur l'idéologie sur le plan conceptuel, par un examen du concept de l'idéologie; le plan des idéologies, par un examen de l'idéologie familiale et le plan de la pratique de l'économie familiale, par un examen de l'influence de l'idéologie sur la façon dont nous nous percevons nous-mêmes et concevons notre travail auprès des familles; et d'examiner les notions d'idéologie dans les dernier oeuvres de deux théoristes d'économie famliale, Marjorie Brown et Patricia Thompson.*

been excluded from the making of the dominant ideology. For her and other feminist theorists,

> ...the ideological apparatuses are part of the larger relations of ruling the society, the relations that put it together, coordinate its work, manage its economic processes, generally keep it running and regulate and control it. .... [T]hese positions of power are occupied by men almost exclusively, which means our forms of thought put together a view of the world from a place women do not occupy (p. 19).

Although the above discussion is a rather cursory treatment of ideology, it is sufficient to point out that ideology is indeed a value-laden set of beliefs, as Schneider holds, but, moreover, that set of beliefs is a biased construction, produced by the dominant or ruling class and transmitted through state apparatuses to ensure control and domination in society. People come to accept ideology as common sense and so it serves to maintain the status quo. An analysis of ideology

> ...directs us to look for and at the actual practical organization of the production of images, ideas, symbols, concepts, vocabularies, as means for us to think about our world. It directs us to examine who produces what for whom, where the social forms of consciousness come from. (Smith 1987, p. 55).

The Ideology of the Family

Schneider, in her discussion of the examination of family and societal change in the light of the ideologies in which they are imbedded, is limited by her consideration of ideology as only scientific rationalism. She fails to take into account the rise of the ideology of the family that developed parallel to the growth of scientific rationalism.

One of the more comprehensive treatments of family ideology is by Gittins (1993). She argues that an ideology of the family, like other ideologies, is created by ideological apparatuses such as the media, religion, education, and social policy to such an extent that the ideology becomes enshrined in our legal, social, religious and economic systems which, in turn, reinforce it and penalize or ostracize those who transgress it. Thus, women and children are dependents of husbands/fathers; woman's place is in the home; heterosexual relations are privileged; status is accorded to long-term relationships between women and men, and stigma attached to unwed mothers, homosexual unions, and even, in some cases, to working women. Thus "what orators say about the family is frequently very far removed from how men, women and children actually live out their lives" (Gittins, 1993, p. 59). For example, relationships between family members are supposed to be loving and caring, though in fact many are not.

This also is an ideology created by the ruling or dominant class. As Smith (1987) has pointed out, women have been excluded from this class so that family ideology has largely been developed by men. It is part of patriarchal ideology as are all the ideologies mentioned by Schneider, although she does not use that descriptor.

The ideology becomes hegemonic to such an extent that it becomes a prescriptive or normative referent against which actual experiences are compared and evaluated. Gittins concludes:

> Family ideology has been a vital means— the vital means— of holding together and legitimising the existing social, economic, political and gender systems. Challenging the ideology thus means challenging the whole social system, but it would not mean that as a result people ceased living and interacting together in some form of family household. It would mean a radical reappraising of such arrangements. Family households are a vital and integral part of any society in some shape or form. Family ideology is not. There is no ideal family. When politicians articulate a fear that there is a crisis in the family, they are not worried about divorce or rape or incest as such, but rather that the ideology is being challenged, and that were this to gain momentum people might start to question the legitimacy of the socio-economic, political and patriarchal systems. Without family ideology, modern industrial society and its political system might be very different indeed. Without family ideology, it would be possible to reconsider and reconstruct the realities of relationships between men, women and children and to work towards more equal and more caring ways of living and working together. (Gittins 1993, p. 168).

What Gittins is saying, and I think Schneider would agree, is that there are in effect two approaches to discourse on family change. One involves the analysis of demographic data while the other is the analysis of ideologies. Any consideration of family change must include both. Scientific, positivistic approaches are likely to be biased in favor of patriarchal ideology. To only consider demographic data most likely would lead to considering the data in light of the dominant ideology, as witnessed in the prevailing debate on "family values." An analysis of the ideology of the family, on the other hand, would ask who and what groups are being dominated and subordinated, whose interests are being served, and what hierarchies in our society are being preserved.

Ideologies and Home Economics Practice

Brown's (1993) recent philosophical analysis of home economics is subtitled *Basic Ideas By Which Home Economists Understand Themselves.* She identifies these ideas as: the well-being of individuals and families as the central concern of home economics; the relationship of individual, the family and society as an area of assumptions central to home economics; home economics as a professional community; home economics as a practical field of endeavor; home economics as interdisciplinary; and home economics as human ecology. She concludes that in each of these areas understandings are flawed and are actually mis-understandings because they are ideological. "They create illusions by which home economists deceive themselves: the ideas and the professional activities based on those ideas are contrary to the real intentions of home economics" (p. 484). She proposes that home economists need to become aware of the social institutions and social practices that have shaped this misunderstanding. In addition, they need to be critical of social conditions that have repressed their own freedom of thought and action as well as thought and action within the family. In other words, she calls for home economists to become aware of the dominant hegemonic ideologies that have masked reality and diverted attention away from any attempt to tackle the real causes of problems of families.

Brown would agree with Schneider that scientific rationality has had a powerful effect in shaping modern ideology. She terms this "appropriating the individualistic and empiricist views of the world" (p. 474). Brown contends that some home economists

> ...lack the theoretical insights to refute and withstand propaganda and seduction by the ideological beliefs promoted by powerful social forces. As a consequence, they adopt beliefs that are contradictory to their own aspirations for home economics as a profession (p. 192).

Brown is very thorough in her analysis and any short summary would not do justice to the depth and extent of her analysis. However, I will briefly highlight some of the misunderstandings she has listed and their related ideologies.

First, Brown argues that home economists have not adequately conceptualized the well-being of the family. They have accepted that the family is either a microcosm of the social order that is to endure, or a collection of self-interested individuals. In either case the ideologies of capitalism, especially individualism, are supported, resulting in home economics practice that is "contrary to the happiness and general welfare of the family and the individual" (p. 111).

Second, Brown argues that modern corporate capitalist ideology has caused a misunderstanding of the relation between the individual, the family, and society. The family is understood to be a consumptive unit, and aspects of family life to be commodities: "prevailing social norms and interpretive patterns inherent in consumerism become those to which individuals and families are supposed to aspire" (p. 146). This "has placed home economists in the position of politically supporting forces contributing to defamilization and problems of personal development" (p. 147). Home economists become part of the ideological apparatus that serves to enforce the domination and control of society by corporate capitalism.

Finally, according to Brown, the notion of "practical" in home economics has come under the influence of the ideology of scientific rationality. As a result, emphasis has been placed on technical value-free "know-how" and fragmented specializations which drew from positivist theories. This empiricist, technocratic, authoritarian approach is evidenced, she claims, in each of the ways home economics has characterized itself: as a professional community, as interdisciplinary, and as human ecology.

Although Brown does not use feminist language nor refer to "patriarchy," she would probably agree with Gittins about the dominance of family ideology. Feminists would most likely find Brown's detached, objective style of philosophical argumentation, patriarchal. Thompson (1992), in her text *Bringing Feminism Home*, brings feminist theory and language into home economics. Like Smith (1987), Thompson argues that "the undergirding assumptions of our thinking, the language that forms and shapes our ideas and our studies, the very habits of thought we take for granted, were devised by patriarchy to exclude women" (p. 7). She calls for home economists to re-examine these patriarchal habits of thought which we assume to be "natural" (p.7) and offers as an example, her re-conceptualization of home economics as a Hestian knowledge system.

Thompson uses systems theory to explain her conception of home economics. Brown contends that systems theory is positivist, conservative, and without a theory of the good, and can become ideological in its upholding of contemporary culture and the status quo, particularly with reference to the family. However, the strength of Thompson's work is in challenging the dominant patriarchal ideology that has shaped society in general and family ideology and home economics in particular. This dominant ideology has served to silence women, and systematically devalue and hide the contribution of women in society and in the home.

To make the invisible visible, Thompson conceives human action as comprising two interacting systems: the Hestian and the Hermean. "The Hestian domain is the domain of domestic economy. Its goal is to maintain stability and provide nurturance to a human group" (p. 104). It is the domain of feminist values. It is the domain of home economics. The Hestian system challenges the dominant ideology and provides a standpoint from which we can consider what our society would be like if patriarchal ideology, the Hermean system, were not such a dominant force. Thompson outlines, for example, Hestian normative science as a way to break free from the ideology of positivist science.

What Brown and Thompson illustrate is that as home economists we have, to a large extent, not only accepted the dominant hegemonic ideology but we have become part of the apparatus by which it is transmitted. When we, unquestioning, accept the status quo, seeing our work only as enabling individuals and families to cope with current societal forces, we become part of the ideological structure. When experiences that are incorporated into home economics teaching arise out of the institutions that form the dominant ideology, those excluded by the ideological apparatuses are silenced.

We must understand the ideologies that have profoundly shaped our conceptions. We must learn to question how the dominant ideologies have shaped what is learned in home economics. For example, is the "know-how" of foods and nutrition, clothing and textiles, consumer studies, and family studies imbued with concepts from the ruling ideology? Are our considerations of ethics and philosophy simply statements of the ruling ideology in its pure state?

Conclusion

In this paper, I have attempted to extend the dialogue initiated by Schneider about ideology and family change. From a more elaborated account of ideology, we are better able to assess how ideology serves the interest of the dominant group in controlling society and maintaining the status quo. By adding a consideration of the ideology of the family, I have shown that considerations of family change, especially as evidenced in demographic data, must be examined carefully for they often mask the dominant ideology and serve to maintain the male-dominated, hierarchical system that is in place. By including a consideration of the recent work of two of the foremost theorists in home economics, I have shown their concerns about the influence of prevailing ideologies on how we perceive our field and our professional practice.

Schneider (1994) concludes that for families "understanding the ideologies which drive the changes that impact so profoundly on their lives should make it a little easier to deal with the effects of these changes" (p. 7). Since home economists work with families, I presume that she would make the same claim for home economists. Is this sufficient? Dealing with the effects of change may be merely adaptive or reactive and could easily continue to maintain the status quo and thus the oppressive ideologies. Families and home economists should be prepared to also engage in ideological critique, in challenging the dominant ideologies, and in transformative social action. Only this can be defensible in light of our mission to ensure the welfare and fair treatment of individuals and families locally and globally.¶

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Découvrir le plaisir d'enseigner: par les voies d'accès vers l'excellence

Agathe Gagné-Collard

L'étudiant, qui choisit la carrière d'enseignant, et qui veut devenir un maître compétent, anticipant le plaisir d'enseigner et de former plus tard des êtres socialement désirables, doit pour satisfaire ses ambitions légitimes, s'imposer une recherche constante des voies qui mènent vers l'excellence.

Le rapport de Sherman, Armistead, Fowler, Barksdale et Rief (1987), sur la recherche de l'excellence en enseignement universitaire publié dans «The Journal of Higher Education», mentionne que certaines caractéristiques telles que l'organisation, l'enthousiasme, la clarté, la stimulation, l'amour et la passion de la connaissance sont essentiels à tout enseignant. Il est également important disent-ils, que l'enseignant adapte ses attitudes et ses techniques d'enseignement aux capacités de ses étudiants.

Mais comment atteindre une telle croissance professionnelle? Elle ne peut s'acquérir spontanément mais elle est le fruit d'une préparation adéquate et de nombreux efforts personnels. Pour un enseignant, comme pour tout être humain, qui aspire à la réussite de sa profession, les chemins qui mènent à l'excellence s'obtiennent par: une formation de prestige; une équipe dynamique; la reconnaissance d'enseignant d'élite; et un perfectionnement continu.

Formation de prestige

Dans un article de «Phi Delta Kappan», Watts (1980), émet l'idée que les enseignants supérieurs sont plus intelligents, bien informés et capables de communiquer efficacement. Pour Sherman et al. (1987), les enseignants qui excellent, sont ceux qui ont reçu une excellente formation.

Les institutions, responsables de la formation des futurs enseignants, devraient mettre l'accent sur la qualité des programmes à dispenser plutôt que sur la quantité, sans toutefois réduire les ressources financières. Ces ressources ne sont qu'une fraction des budgets qu'allouent les universités pour la formation d'étudiants dans d'autres professions. «... the cost of preparing each teacher would still be only a fraction of the amount budgeted for physicians or dentists» déclare Wentzell (1987). Le droit de pratique d'un avocat, d'un médecin, d'un comptable ou d'une infirmière est décerné par sa corporation professionnelle sans quoi ces diplômés ne pourraient oeuvrer dans leur profession. Chez l'éducateur professionnel, cette forme d'évaluation est absente. On se contente généralement d'émettre un certificat de compétence après une brève formation psycho-pédagogique. Pourtant comme le dit Shulman (1990) la manière d'apprendre affecte la manière d'enseigner.

Abstract

This study is the third in a series of three articles that offer thoughts on the profession for all teachers dedicated to success in their calling to participate in the development of society and to serve in a high-calibre educational mission.

While the first two articles focused primarily on the skills teachers need to deal with students, the third speaks directly to teachers, and discusses their training and their responsibilities to society and the profession.

Résumé

Cette étude constitue la troisième d'une série de trois articles dont l'objet vise à fournir des réflexions pour tout enseignant avide de réussir dans sa profession, de participer à l'évolution de la société et de servir dans une mission éducative de qualité.

Si les deux premiers volets visaient davantage aux qualités nécessaires de l'enseignant face à ses élèves, le troisième s'adresse surtout à l'enseignant lui-même, à sa formation et à ses responsabilités face à la société et à sa profession.

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Les débats sur l'excellence en éducation semblent toujours orientés sur des programmes spécifiques ou sur l'ajustement aux mécanismes et aux politiques environnementales. Trop souvent on oublie que le catalyseur vital de l'excellence est en fonction de la qualité de la formation des futurs enseignants. Cette excellence de l'enseignement doit nécessairement passer par le développement des ressources humaines. Wentzell (1987), émet l'idée que « for the creation of excellence in education, the critical element is : the development and revitalization of the people who directly influence educationnal opportunity for students. »

Dans les programmes de formation pédagogique, dirigeants et théoriciens sont compétents, cependant ils auraient avantage à consulter des enseignants en service pour préparer des plans et des stratégies qui tiennent compte des facteurs externes et internes : lois, règlements, politiques, priorités et surtout diversité des clientèles à servir.

Common (1987), suggère à l'enseignant qui aspire à l'excellence de rechercher une formation qui lui permet:

- d'acquérir l'habileté d'observer tout événement traitant d'éducation et d'interpréter ces observations de manière à pouvoir les appliquer en théorie et en pratique,
- d'adopter une attitude critique envers l'enseignement en général et envers son enseignement en particulier,
- de rencontrer dans son « praticum » des enseignants triés sur le volet qui lui apporteront une critique constructive de son enseignement d'énoncer Wentzell (1987), en ces mots «... having a critical perspective on his or her practice »,
- d'être capable de donner un sens à la relation qui existe entre le degré de compréhension des élèves et les connaissances qu'ils doivent acquérir.

Une équipe dynamique

Faisant une brève analogie à une équipe de baseball, Wentzell (1987), illustre bien l'importance du travail d'équipe comme gage de succès. « In simple terms, the team that has the best players wins the World Series ».

Le même auteur prône que des politiques de changements peuvent faciliter l'excellence en éducation et devraient s'inspirer de l'industrie privée innovatrice. Faisant état d'un rapport intitulé : « A nation prepared : teachers for the 21st Century: The report of the Task Force on teaching as a profession», on peut lire les recommandations suivantes: revoir la formation des enseignants; avoir des standards professionnels plus rigoureux; fournir aux enseignants une plus grande autonomie, de la discrétion et des salaires convenables; et développer davantage le potentiel de leadership des administrateurs.

Selon Wentzell (1987), «...a number of major studies have identified the school principal as the essential element in the provision of excellence in schools ». En somme, il est impossible d'obtenir une équipe d'enseignants efficaces sans avoir des administrateurs qui savent optimiser leur potentiel éducatif et faciliter la communication entre les différents tenants de l'éducation et les forces internes d'un établissement. Pour promouvoir le professionnalisme des enseignants, le journal Le Soleil du 9 décembre (1987) (p. A8) rapporte que le Conseil supérieur de l'Éducation (CSE) (1987) évoquait plusieurs mesures dont celles de mettre sur pied des procédés de formation continue par les pairs ou le perfectionnement centré sur les besoins de l'école. « En somme, la dynamique de l'établissement sera mieux stimulée si enseignants et directeurs sont perçus non comme des exécutants et des transmetteurs de produits définis à l'avance, mais comme des professionnels exerçant un acte dont ils ont à répondre ... Les performances semblent plus élevées dans les écoles où l'on vit cette responsabilité et cette autonomie professionnelle».

Revenant à l'analogie du baseball, la grande différence entre l'éducation et le baseball est le développement des ressources humaines pour produire une équipe de qualité supérieure au baseball. Mais pourquoi chacune des équipes des écoles (administrateurs - enseignants - élèves) ne pourraient faire de même et devenir des équipes d'excellence.

Si l'on veut des étudiants qui développent une connaissance complexe et en profondeur dans des domaines, il faut être un enseignant dynamique en: évitant la simplification à outrance; utilisant des représentations, des analogies des métaphores variée; réalisant des études de cas; et sollicitant les étudiants à participer activement les uns avec les autres à l'acquisition de connaissances (Shulman, 1990).

Reconnaissance d'enseignants d'élite

Selon Brophy (1981), dans « the Publication of the National School Publics Relations Association », on reconnaît chaque année aux États-Unis, l'excellence d'un enseignant. La personne choisie doit démontrer son sens professionnel, son succès dans ses expériences d'enseignement, sa facilité dans ses relations humaines, sa capacité intellectuelle, sa maturité émotionnelle, son amour pour les enfants et ses intérêts poussés pour la culture.

En parcourant les témoignages des récipiendaires de ce prix d'excellence, on peut lire l'importance qu'ils attachent aux éléments suivants:

- la formation individualisée,
- l'expression personnelle,
- l'exploration de situations nouvelles,
- la connaissance de l'environnement des étudiants,
- les discussions dirigées,
- le respect et la confiance de l'étude,
- le sens de l'humour,
- le partage de nouvelles idées,
- le développement de l'image positive de soi,
- la négociation plutôt que la bataille,
- la planification de projets communs,
- la capacité de rire de soi,
- le travail individuel ou en petit groupe,
- l'interaction avec d'autres adultes,
- l'explication du pourquoi,
- l'enthousiasme et le dynamisme,
- le partage des intérêts des élèves,
- la relation avec les parents,
- la croissance professionnelle et la nature dynamique de la profession.

Cette liste de critères qui soutient le choix des élites nous fait prendre conscience du caractère humain attaché à l'excellence dans l'enseignement et de l'attitude pédagogique des enseignants centrée sur la personne.

Perfectionnement continu

Aucune industrie ne peut se tenir à l'écart des changements technologiques, démographiques, environnementaux; elle se doit d'être à l'affût de la nouveauté si elle veut rester dans la compétition. Il en va de même de l'enseignant qui veut rester dans la course.

L'enseignant efficace ne doit pas s'asseoir sur ses lauriers mais doit investir constamment et procéder régulièrement à une auto-analyse de ses succès et de ses échecs. Il s'évalue et accepte l'évaluation des autres. Il fait appel à ses ressources intérieures qui lui permettent de mieux se comprendre, d'améliorer l'idée qu'il a de lui-mÍme et de vérifier ses attitudes et ses comportements. Comme le médecin qui prend connaissance des résultats des recherches en cours pour mieux servir sa clientèle, l'enseignant a la responsabilité de s'enquérir des nouvelles méthodes d'enseignement, de les expérimenter en les adaptant au développement de la société. Il doit aussi observer les réalités de son milieu, renforcer la capacité de sa réalisation personnelle et sa volonté d'approfondissement.

Si l'enseignant ne tient pas compte de ces observations, d'exprimer Abraham (1982), il diminuera ce désir nécessaire d'exercer une influence sur tout l'environnement éducatif pour créer un « monde meilleur».

Conclusion

Nous voulions dans ce texte, faire état des dispositions requises pour un enseignant fier de participer à l'évolution de la société et de servir dans une mission éducative de qualité. Nous avons omis bien volontairement tout le processus de planification et de gestion implicite à un bon enseignement. Tel n'était pas l'objet de notre étude.

Dépouillée de tout appareil scientifique, cette conception de l'efficacité et de l'excellence prêche peut-être par sa simplicité mais elle a l'avantage d'être accessible et concrètement réalisable.

Cette réflexion et cette recherche nous lancent un défi majeur: le défi de scruter à la loupe notre approche pédagogique, en vue de donner à nos stratégies un air de jeunesse et de rafraîchissement pour mieux humaniser nos actions éducatives. Création, invention, construction et reconstruction, voilà les règles qui régissent le professionnel de l'enseignement.¶

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Alberta Women's Institutes - Yesterday and Today

Marie McNaughton

As home economists, we share some of the same roots and vision with the Women's Institutes (W.I.). Paralleling the mission of home economists to promote the improvement of quality of life for families, the Women's Institutes brought together rural women to improve the quality of home and family life through education and community involvement. Interestingly, today's Women's Institutes face many of the struggles of the home economics profession in dispelling inaccurate and narrow images of their focus and work.

This article explores the development of the Alberta Women's Institutes (A.W.I.) and the history of its establishment and gives an account of how the needs for social interaction, personal improvement, and community development have been met through the organization. The current state of the Alberta Women's Institutes is examined and contrasted with that of the past.

History and Development

The vision of Adelaide Hoodless, whose name is familiar to home economists as the woman who lobbied extensively for domestic science education to better inform girls and women about their role as homemakers, was responsible for the establishment of the first Women's Institute. From this first group's beginnings in 1897 in Stony Creek, Ontario, the organization expanded through Ontario, across the country, and eventually around the world.

In 1909, two former members of Ontario Women's Institutes (Mrs. M. E. Graham and Mrs. Johnson) were responsible for the formation of the first Women's Institute in Alberta, the Lea Park Women's Institute. The group quickly created an active program of educational and community activities. Since they frequently had joint meetings with the United Farmers of Alberta, they formally became part of this group in 1914. Their repeated requests for financial and resource assistance from the Department of Agriculture were unsuccessful, although the Superintendent of Fairs and Institutes had written in his 1906 report that farmers' wives would benefit from the work of the Women's Institutes as in other provinces. He stressed that this would help to maintain their interest in farming:

> There is no question that if farmers' wives understood more fully the principles of their work and could meet together to discuss new and improved methods of work the home life would be more enjoyable, and with this improvement would come greater contentment with life on the farm and less desire for life in other spheres. (Annual Report of the Department of Agriculture of the Province of Alberta, 1906, p. 108)

Nonetheless, it wasn't until 1912 that the provincial government became actively involved in establishing the organization province-wide. Six local groups, supported with a government grant of $5.00 each, were formed during the summer of 1912. A Superintendent of Women's Institutes and additional staff were hired to assist with the establishment of branches and to provide educational

Abstract

Home Economists will recognize some connections with the Women's Institutes. The history of the Alberta Women's Institutes is surveyed in this article. Included is an account of how the needs for social interaction, personal improvement, and community development have been met through this organization. This is followed by a discussion of the current state of the Alberta Women's Institutes.

Résumé

Les économistes familiales reconnaîtront certains liens avec les Instituts féminins. Cet article traite de la perspective historique des Instituts féminins de l'Alberta. On y présente un compte rendu sur la façon dont cet organisme a répondu aux besoins en matière d'interaction sociale, de perfectionnement personnel et de développement communautaire. Ce compte rendu est suivi d'une discussion sur l'état actuel des Instituts féminins de l'Alberta.

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presentations and resources. From the outset, Alberta Department of Agriculture home economists offered demonstrations, short courses, and lectures to branches around the province on topics that reflected the scope of the women's interests in the welfare of their families and communities. The following is a sample of 1921 topics: A Woman's Problems on the Dairy Farm; Nurture vs. Nature; Community Work; Factors for Interesting Living in Everyday Life; The Laundry Business in the Home; Sewing Hints and Remodelling Garments; Our Natural Resources–the Child; The Place of Prevention in Modern Medicine; Rural Sociology (Annual Report of the Department of Agriculture of the Province of Alberta, 1921).

The government's active involvement in Women's Institutes was solidified in 1916 with the passing of an Act of Legislation establishing the Alberta Women's Institutes' structure as autonomous and separate from the Farmers' Institute. A change in government in 1921 led to amendments in the Act and a reduction in financial resources available. The Women's Institute Branch of the Department of Agriculture was eliminated and a broader women's extension service was established. In 1928, the passing of a Women's Home Bureau Act further eliminated government financial support to the A.W.I. Over a five-year period, the amounts paid were gradually decreased and then eliminated. The A.W.I. has been an autonomous organization since that time.

In 1915, the Alberta Women's Institutes held their first convention and established a provincial executive. Later, the organization structure was further refined into constituency and district levels. Although the A.W.I. is known as a rural organization, branch membership is not restricted to rural communities only.

Membership growth was very rapid in the 1910s; by 1922 there were 282 branches and 9,000 members. Through the 1930s, membership declined from the heights of the early 1920s but remained strong with 210 branches and over 4,000 individual memberships reported in the 1940 Annual Report. Membership peaked again in the late 1950s at 284 branches and 5,300 members (Annual Report of the Department of Agriculture of the Province of Alberta, 1922; Alberta Women's Institutes, 1940; Federated Women's Institutes of Canada, 1957). By the mid-1960s the numbers were significantly declining and this decline persisted through the 1970s and 80s. It is reflected in the current membership of 126 branches and 1,800 members, reported by the provincial office of the A.W.I. (Sylvia McKinley, personal communication, July 20, 1992).

Important Social Role of A.W.I.

The records and stories of the Alberta Women's Institutes reflect three reasons why women chose to participate in this organization: social interaction, personal improvement, and community development.

Social Interaction

Alberta's population grew significantly in the early 1900s: from 78,000 in 1900 to 750,000 by 1929. Silverman describes what it was like for the women that came to settle here:

> Uprooted from one culture and set down in a new geography that was not even a culture yet but just a place in the making, a frontier. Alberta's women were all travellers, all strangers. All had made a trip that distanced them from their earlier homes. They had left the known for the unfamiliar (Silverman, 1984, p.1).

These women were isolated and lonely. In rural areas, they were often miles from others; their husbands would go into town for supplies but the women didn't have a regular outlet for meeting with others. Women's Institutes filled the important role of providing opportunities for socializing and making new friends.

The histories of W.I. branches[1] around the province speak of this need to gather together. Stories of the determination of women to find a way to get to their meetings tell how, in winter, they would bundle up on a hay rack, collecting members and developing bonds along the way. Even after the advent of the automobile, they would switch to horses when the roads were impassable. A few members of one group tried to ford a river after a bridge was washed out in a flood. Another story tells of a woman hitching a ride on a coal truck after her car got stuck in the mud; she may have arrived black and dirty but she made the meeting!

Even when geographical distance wasn't a problem, the high migration rates meant that people did not have many social connections in their community. A provincial immigration committee received the names of all families coming to Alberta through the Federal Department of Immigration and then informed the closest Branch of the new arrivals. Later, after each world war, a special effort was made to welcome war brides to the community. Through the Women's Institutes these people met their neighbors.

For several years, groups of women were introduced to the W.I. through the Department of Agriculture Demonstration Train that travelled around the province offering agriculture and domestic science displays and instruction. A unique feature of these trains was the Women's Institute Nursery Car where women could leave their children and freely participate in all the activities.

A common branch project during the early years was the establishment of "rest rooms." These were places in town where country women could gather with their children and wait for their husbands to finish their business in town. They served an important role in reducing the isolation of many women. They were also used for many other purposes such as a community recreation room, a place for work "bees," a home for the sick, and a location for a cooperative market.

Personal Improvement

In writing their local histories, members stressed that their meetings were not just a time for idle chatter. In the Women's Institutes, often called the "rural women's university," women sought to learn about the vital role of wife and mother. Their overall concern for the welfare of the family led to a broad spectrum of studies including:

> ...the study of home economics (including home nursing, household science, sanitation, food values, sick-room cookery, house-furnishing, sewing and other matters), child welfare, prevention of disease, local neighborhood needs, industrial and social conditions (Annual Report of the Department of Agriculture of the Province of Alberta, 1916, p. 97).

In the initial migration to the west, many of the women came from urban areas; their new rural setting demanded specialized household knowledge and skills. Later, war brides coming to the prairies from overseas were faced with similar challenges. Since women in many isolated areas did not have access to medical professionals, it was necessary to learn how to care for the sick. With various epidemics of serious illnesses, there was strong motivation for all women to understand ways to prevent disease. The lessons women learned through the W.I. had an immediate relevance and importance in their everyday lives as illustrated by Walker, Collins and Hood in *Fifty Years of Achievement*:

> We have learned so much now that if we have typhoid fever or scarlet fever, we do not say "this is the Lord's will," but examine drains, sinks, cellars, walls and backyards, where we know there may be conditions favorable to the development of these germs. We have learned that the best way to get rid of them is to let the sunshine stream in (1948, p. 23).

In the 1930s, Government services were reduced through restructuring, but information and presentations have continued to be available until very recently through the Department of Agriculture Extension Department. The W.I. expanded beyond government services to use a variety of guest presenters as resource people. Members of each branch also prepared educational papers and presented them at meetings for consideration and discussion. Support for the preparation of these papers was available from provincial standing committees, established early in the A.W.I.'s history. Committee convenors suggested areas of study and action and served as resource people. In the 1930s and 1940s, correspondence courses in topics such as nutrition and home nursing were prepared and studied by branches. Before the establishment of rural libraries, books were brought into members' homes through a travelling library service funded and operated by the Women's Institutes. Conventions at the provincial and constituency levels were also opportunities to learn and share new ideas as well as to renew acquaintances and make new friends.

Women's Institutes also played a role in enriching the cultural/aesthetic appreciation and interests of their members. Teaching about handicrafts was an important role of the W.I. in its pioneer days. These handicrafts were integral items in the home, e.g., "items made from flour sacks" category in the 1930s handicraft competitions at the W.I. conventions and fairs, and often were also aesthetically pleasing. Beyond handicrafts, branches provided a variety of entertainment at their meetings and put on dramatic plays for their communities. They also sponsored such events as poetry readings and art exhibits.

Community Development

Medical needs. Lack of adequate medical care was a serious problem in the rural areas of Alberta when the W.I. was first formed. W.I. branches sought to improve the availability of medical care in several ways, such as arranging various clinics, e.g. well-baby, tuberculosis testing, inoculation, dental, and eye examination. They also sought medical personnel for their areas. For example, one branch guaranteed a doctor's salary to attract him to its small town. Another group sponsored a maternity home with a nurse. (With pride they boasted that in 10 years of operation no mothers had died and not one full-term baby was lost.) In 1924, the Fairview Women's Institute raised the necessary funds for the establishment of a 12-bed hospital and looked after the administration of this hospital for many years.

The A.W.I. also responded to other medical needs. During the Spanish Influenza epidemic of 1918 and 1919, members focussed especially on home nursing and became involved in the care of the sick. They established soup and diet kitchens in many towns and converted rest rooms into temporary hospitals. In response to the high mortality rate for babies, the theme for 1918 was "Save the Babies." In 1937-39, a campaign was conducted to raise money for free radiation treatment for cancer victims.

Community improvement. Women's Institute branches worked to establish community halls, libraries, community newspapers, parks, playgrounds, skating rinks, and various other facilities and services. In Sylvan Lake, a W.I. project was the construction of a pier for the public beach. In Turner Valley, the W.I. branch was responsible for the first community swimming pool in their area.

Education concerns. Until the centralization of schools in the 1950s, most districts had small, one- or two-room schools. Women's Institutes took an active interest in the quality of education in these schools. Projects completed by individual branches included providing hot lunches, furnishing a domestic science kitchen, equipping playgrounds, donating a piano and library materials, and supplying sanitary drinking cups. Due to concerns for a healthy environment, many of the institutes took on the responsibility of cleaning and maintaining the schools. They also outfitted some schools with kitchens to allow them to double as community centres. Local branches of the W.I. have always supported individual education efforts by providing scholarships and sponsoring awards for achievement in school competitions and music events.

Social assistance. The Superintendent of Women's Institutes in the 1920s Annual Report of the Department of Agriculture noted: "Many of the institutes in towns and rural districts are the only welfare associations available" (p. 144). For example, food and clothing were given to the needy, a widow was provided with coal for the winter, a blind boy was supplied with funds to go to school, and the victims of fires (a frequent occurrence) were provided with basic needs through community showers.

In 1919, the A.W.I. was called on by the government to assist people in drought-stricken areas of the province. They set up a Relief Depot in Calgary and distributed packages of clothing and baby layettes to over 2,000 people. In the 1930s, branches across the province prepared "mothers' bundles" for new parents who did not have enough resources to provide for a new baby. For a few years, extra bundles were forwarded to the government Department of Nursing Services to distribute to others in need.

War efforts. With the onset of World War I, the A.W.I. focussed most of its attention on assisting with the war efforts. The women set out to raise large sums of money for war funds, collecting $30,000 in 1917 alone (Annual Report of the Department of Agriculture of the Province of Alberta, 1917). They knit garments from Red Cross wool, gathered together clothes to send to war victims, sent packages to soldiers overseas, and adopted prisoners-of-war. After the war, branches carried out memorial projects such as the establishment of community homes and planting of trees.

Quilting bees and knitting marathons started again during World War II. "Ditty bags" were filled with items for the soldiers. More fund-raising was carried out. After arranging "Welcome Home" functions after the war, the W.I. did not forget the needs of those left in the war-torn areas. For example, the Viking W.I. obtained the names of families in England who had invited Canadian soldiers into their homes for weekend leave and sent these people regular food parcels and quilts. Others collected funds to support the Boy Scouts' Jam Fund and the Kinsmen Milk for Britain Fund.

Social action. From early in its history, as a declared non-partisan group and a government-sponsored organization, the W.I. had the image of not being involved in any matters of a political nature. However, contrary to this image, they were active in lobbying for positive change for the family and the community. At the 1916 convention, an afternoon session was adjourned to allow members to attend the sitting of the legislature for the second reading of the Equal Franchise bill which gave Alberta women the right to vote. At the 1917 convention, one resolution called for the recognition of equal parental rights for the guardianship of children, and another gave support to the Mothers' Pensions Bill before the House. Over the years, many other resolutions were discussed and voted on at conferences. Some of the concerns addressed include the following: need for free care for tuberculosis patients (1919); women receiving equal pay for equal work (1919); measures to have all vehicles on public roads carry reflectors or other warning lights (1939); banning all languages except English and French at public meetings during the war (1941); rehabilitation of prisoners (1959); allowing Indians to vote (1959); need for compulsory education of the mentally retarded (1967).

When appropriate, these resolutions were presented to the government. Although the impact of the Women's Institutes efforts cannot be quantified, new laws *were* passed on some of these issues. W.I. members also lobbied for changes in their individual communities. They approached civic officials and instigated letter-writing campaigns. For example, the Cardston W.I. lobbied the government to pave the roads around the local hospital and the Barons W.I. approached the Village of Barons regarding fluoridation of the water supply.

The inclusion of studies on issues such as legal status of women and children, public school curriculum, and proportional representation led to W.I. branch and individual member involvement in civic roles. In the 1921 Annual Report of the Department of Agriculture, the Superintendent of Women's Institutes reported that "Many institutes are a training school in public business and real civic devotion has been stimulated—dozens of Women's Institutes are endeavoring to place women on the school board, municipal council and hospital board" (p. 69). *The Story of the Alberta Women's Institutes* mentions with pride the election of an active W.I. member, Mrs. C.R. Wood, to the Legislative Assembly. She served four terms (Alberta Women's Institutes, 1955).

Today's Alberta Women's Institutes

As time passed, the needs of rural women for social interaction, personal improvement, and community development have changed, while new resources have become available to meet these needs. The availability of improved transportation and communication systems and the increasing employment of women in the paid work force have changed needs for social interaction. The introduction of modern conveniences has changed the nature of household work and the knowledge base required. Opportunities for women's personal development and education have expanded far beyond what was available during the early years of the Women's Institutes. Other service groups and governments have taken on responsibility for community development projects.

As a result, membership has declined and aged. (How many organizations can boast of giving 70-year pins as does the W.I.?) This has slowed the pace and changed the nature of the work of the A.W.I. Members continue to meet at the branch level where personal development opportunities are offered and small scale community development projects are pursued. However, much of the organization's focus has shifted to projects at the provincial level. Branches are encouraged to contribute their financial resources to provincial projects and the maintenance of the provincial W.I. office.

Today's members continue to show a concern for being informed about their community and the world around them. Their ideas continue to be shared in the quarterly newsletter of the A.W.I., *Home and Country*. The training of leaders receives special emphasis. Even though it is difficult to support a tiered structure with a small membership, the five districts and 30 constituencies are maintained to allow as many members as possible an opportunity to develop leadership skills at the different levels. Each January, a leadership workshop is held for leaders from all levels.

The A.W.I. has increased its involvement and influence in the area of social action. Members continue to study timely issues of concern, such as the environment, and vote on resolutions at each convention. These resolutions are presented to the government and whenever possible are discussed in detail with government officials. The A.W.I. is also sought out as a spokesperson for rural women and the rural community. Currently, they have members serving on seven committees of the provincial government, e.g., the Premier's Council in Support of Alberta Families and the Royal Commission on New Reproductive Technologies.

The provincial government sees the A.W.I. as a vital means of access to the rural community. Since 1975, the government has once again given financial support with a yearly grant to support extended educational programming in rural areas, and it has provided a "Wild Rose" grant to sponsor "Communicating with Confidence" workshops around the province. As well, the A.W.I. has recently been contracted to do a pilot rural child care project.

Despite its broad interests and involvement, the Women's Institutes have always struggled with misunderstandings about who they are. Their interest in the family and the homemaking role has led to narrow images of their studies and work. The 1990 Fall issue of *Home and Country* refers to the need to "dispel myths of tea parties and idle chit chat" (Kerfoot, 1990, p. 7).

Conclusion

The vision of Adelaide Hoodless adopted and carried forward by many other women has led to the creation of a rich heritage for Alberta. Individuals and communities have gained many benefits through the Alberta Women's Institutes' efforts to improve the quality of family life by addressing rural women's needs for social interaction, personal improvement, and community development. The organization as it exists today is very different from the W.I. of the first fifty years. Its focus and work has shifted from the individual branches to the provincial level. The group has taken on a more professional approach and serves an important role as spokesperson for rural women and the rural community. Its challenge is to attract new members and articulate clearly its goals and direction for the future.¶

For details and a complete list of additional sources, contact the author.

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Canadian Home Economics Association
Association canadienne d'économie familiale

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Fiftieth Anniversary Scholarship
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Jean McHarg, Quebec
Agathe Gagné Collard, Quebec

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Bourse du vingt-cinquième anniversaire
Maria Mayan
Alberta

Ruth Binnie Scholarship
Bourse Ruth Binnie
(part-time / temps partiel)
Noelle Clark - British Columbia
Wendy Walker - British Columbia

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Association canadienne de l'industrie des boissons gazeuses
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Brescia College
University of Western Ontario

FASHION MARCHES ON: A Canadian Snapshot of the Second World War

S. G. Turnbull Caton

Every aspect of daily living in Canada reflected the impact of the Second World War. All of work and home life was focussed on the nation's war effort; the effects of the war were evident in all elements of daily living, including that of civilian clothing.

Many general history references to wartime life in Canada incorporate elements of military involvement, government regulations and programs, industrial and manufacturing expansion, and food rationing. Historical references to period clothing include such general war-related topics as prevalent fashions, principal styles, important designers, and some social history. Specific works about clothing and the Second World War are much less numerous; James Laver (1940, 1945) and Jane Dorner (1975) are two authors best known for their descriptive works on British and American wartime apparel.

A snapshot of Canadian clothing during World War II reveals that a pervasive bond existed between the dress of civilians and the wartime activities of the nation, directed by a thoroughly planned and carefully executed federal government strategy (Turnbull, 1989). The legislated program encompassed a network of civilian clothing restrictions and price and production controls. The goal was to husband national and international resources, redirect them to military purposes, and ensure impartial distribution of remaining goods to the public. Despite these limitations, fashion did change and reflected the social issues of the time.

Government Structures

The single most important federal government organization with direct impact on WW II civilian clothing was the Wartime Prices and Trade Board (WPTB). The purpose of the Board was to control all aspects of supplies and prices of goods and services related to the Canadian public.

Under the auspices of the War Measures Act, the WPTB held exceptionally broad powers to "control the price, supply and distribution of the necessaries of life" (Spence, 1947, p. 15). The Board evolved into a complex, corporation-like entity that in its largest manifestation employed close to 6,000 people. It was composed of different administrative units including supply, distribution, rationing, prices and research. In addition to the Board's paid employees, the Consumer Branch subsumed a remarkable total of 16,000 women across the nation who were volunteer members of Regional Advisory Committees and Sub-Committees and acted as the direct link between the Board and Canadian consumers (Waddell, 1981).

Abstract

Few references to wartime life in Canada are specifically about clothing and the Second World War. This paper discusses the bond that existed between the dress of civilians and the wartime activities of the nation. Federal government strategy through the activities of the Wartime Prices and Trade Board (WPTB) directly affected the availability and choice of children's, women's, and men's clothing especially because of shortages of labor, production, and materials. Even within the restrictive nature of the WPTB's regulations, fashion continued to change during the Second World War with women's clothing styles taking on a distinctly military look. Historical clothing research of the war years underscores the close relationship between people, their clothing, and larger world events.

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Résumé

Peu de documents sur la vie au Canada en temps de guerre parlent de manière aussi précise des vêtements portés pendant la Deuxième Guerre mondiale. L'auteur traite du lien qui existait entre la façon de s'habiller des civils et les activités dans lesquelles était engagé le pays pendant la guerre. La stratégie du gouvernement fédéral, appliquée par la Commission des prix et du commerce en temps de guerre, a eu un effet direct sur la disponibilité et le choix des vêtements pour hommes, femmes ou enfants en raison, surtout, du manque de main-d'oeuvre, de la baisse de la production et du manque de tissus. Malgré les restrictions imposées par la Commission, la mode a continué d'évoluer pendant la Deuxième Guerre, les vêtements pour femmes prenant une allure vraiment militaire. L'histoire du vêtement en temps de guerre nous montre les liens étroits qui existent entre les gens, les vêtements qu'ils portent et le contexte mondial dans lequel ils vivent.

Shortage Problems and Solutions

The WPTB had to deal with three distinct shortages: labor, production, and materials. Many Canadian men, and some women, left their regular employment to serve overseas, slowing

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production of consumer goods. "The number of persons employed in the industries which produce purely for civilian needs has actually declined, with the result that many types of manufactured commodities are now no longer available to civilians" (Canada's War Production, 1944, p. 11). Additionally, material supplies were scarce: limited national resources were quickly being used up either at home or sent to support the allies.

The WPTB directed a two-pronged solution to solve the shortage problems. It first instituted a price control policy, effective December 1941, that tried to achieve equitable distribution of goods and services (James, 1949; Canada Statutory Orders 1949; Taylor, 1947). The policy also attempted to attain maximum utilization of resources to win the war, and retain high employment and national income through to the end of hostilities.

The second element of the shortage problem solution was the WPTB's program of supply control which relied primarily on economies and simplifications (WPTB Policy Statement, 1942). Product standardization and reduction of style and line variety helped to ensure that unnecessary costs in production and distribution were reduced.

Impact of Orders Related to Apparel

The availability and choice of clothing to Canadian families were directly affected. Several hundred of the Board's orders concerned clothing; many were grouped in categories by final wearer, for example men's and boys' furnishings, and women's, misses' and children's wear. The conservation and simplification regulations worked in different ways: by prohibiting manufacture of some goods such as luxury evening clothes, by eliminating use of some fibre-specific products such as wool linings, by limiting fabric allotments for certain garment dimensions such as hem depths and sweep circumferences, or by prohibiting various style details such as "cloth-on-cloth" treatments found in ladies' dress yokes. These measures were justified by the WPTB as representing the elimination of wasteful or dispensable clothing features (National Archives of Canada RG 64, Vol. 1555, 1942). For the apparel industry and final consumers, the clothing orders of the WPTB had some very distinctive results. For example, a controversial measure in men's wear eliminated trouser cuffs and double-breasted jackets. Figure 1 illustrates the design effect of the orders on a man's suit.

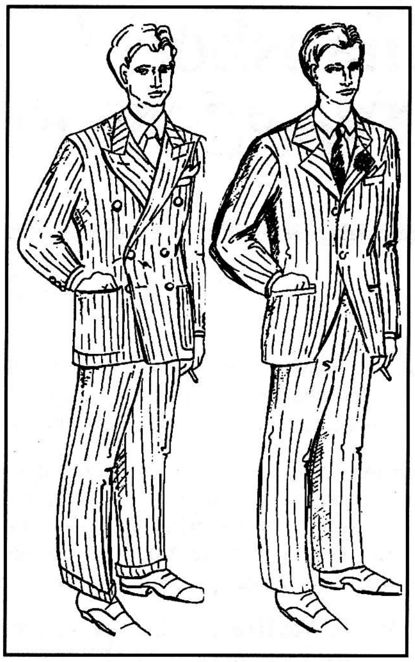


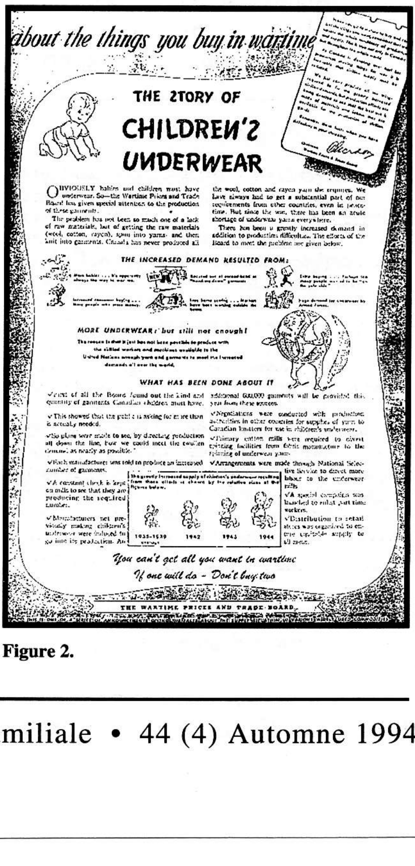
Figure 1. Man's Suit Design Before and After WPTB Order

Illustration by C. Clayton-Gouthro 1993

The shortage of children's wear, especially knitted underwear, evoked a great deal of public outcry. At the heart of the problem was the severely decreased pool of labor in this section of the garment industry, coupled with a large increase in demand. In 1943 the Board made special application to the National Selective Service (NSS) in an attempt to alleviate the problem, and the NSS "...provided a number of establishments in this trade with labor priorities equal to that enjoyed by direct war industries" (Report of the WPTB, 1943, p. 31). The stance of the WPTB is illustrated by a poster that explains "the story of children's underwear" by presenting "the facts about the supply situation ..."(NAC RG 64, Vol. 36, 1945).

The simplification and standardization program perhaps had its greatest impact in women's wear. In November 1942, styles and silhouettes for future production were limited to those prevalent for the fall season 1942 or the spring season 1943 (NAC RG 64, Vol 45, 1946). The simplifications were, in the words of the Administrator of Women's Coats and Suits, responsible for "provid[ing] thousands of additional garments" by spreading production evenly throughout the year and reducing the inherent production risk of the industry (NAC RG 64, Vol. 36, 1947, p. 6). The action effectively restricted fashion by eliminating certain style details and controlling garment dimensions (WPTB Order A-474, 1942; "Curbing designs," 1942). Customers were encouraged to be creative in different applied treatments of the same dress design (Martin, 1942). Figure 3 represents a typical Canadian dress of the war years that conforms to the apparel orders in comparison to a pre-restriction garment. It is simple in line and style, and devoid of frills.

Even within the restrictive nature of the WPTB's regulations, fashion continued to change during the Second World War. While Canadian men were donning soldiers' uniforms, Canadian women continued to change the way they dressed, in color, in style, and in design details. The design of women's fashionable dress moved to reflect the styling of men's and women's military uniforms. The square shoulder and slim silhouette were carried from the men's military uniform to the women's military uniform and through to women's civilian clothing. The most predominant styling of the period was this square shoulder, achieved by hard shoulder padding and roomy sleeve cap. This look was not unexpected in the military greatcoat: military personnel shouldered the work of war. Canadian women supported their work on the home front and emphasis on the square shoulder was appropriate for



about the things you buy in wartime

THE 2TORY OF

CHILDREN'2 UNDERWEAR

OBVIOUSLY babies and children must have underwear. So—the Wartime Prices and Trade Board has given special attention to the production of these garments.

The problem has not been so much one of a lack of raw materials, but of getting the raw materials (wool, cotton, rayon), spun into yarns and then knit into garments. Canada has never produced all the wool, cotton and rayon yarn she requires. We have always had to get a substantial part of our requirements from other countries, even in peacetime. But since the war, there has been an acute shortage of underwear yarns everywhere.

There has been a greatly increased demand in addition to production difficulties. The efforts of the Board to meet the problem are given below.

THE INCREASED DEMAND RESULTED FROM:

MORE UNDERWEAR: but still not enough!

The reason is that it just has not been possible to produce with the skilled workers and machines available to the United Nations enough yarn and garments to meet the increased demands all over the world.

WHAT HAS BEEN DONE ABOUT IT

✓First of all the Board found out the kind and quantity of garments Canadian children must have.

✓This showed that the public is asking for more than is actually needed.

✓So plans were made to see, by directing production all down the line, how we could meet the swollen demand as nearly as possible.

✓Each manufacturer was told to produce an increased number of garments.

✓A constant check is kept on mills to see that they are producing the required number.

✓Manufacturers not previously making children's underwear were induced to go into its production. An additional 600,000 garments will be provided this year from these sources.

✓Negotiations were conducted with production authorities in other countries for supplies of yarn to Canadian knitters for use in children's underwear.

✓Primary cotton mills were required to divert spinning facilities from fabric manufacture to the spinning of underwear yarn.

✓Arrangements were made through National Selective Service to direct more labor to the underwear mills.

✓A special campaign was launched to enlist part time workers.

✓Distribution to retail stores was organized to ensure equitable supply to all areas.

The greatly increased supply of children's underwear resulting from these efforts is shown by the relative sizes of the figures below.

You can't get all you want in wartime
If one will do - Don't buy two

THE WARTIME PRICES AND TRADE BOARD

Figure 2.

them as well. In most fashions, women's wear took on the appearance and styling of men's wear. Feminine frills and curves of the fashions of the 30s gave way to clean lines.

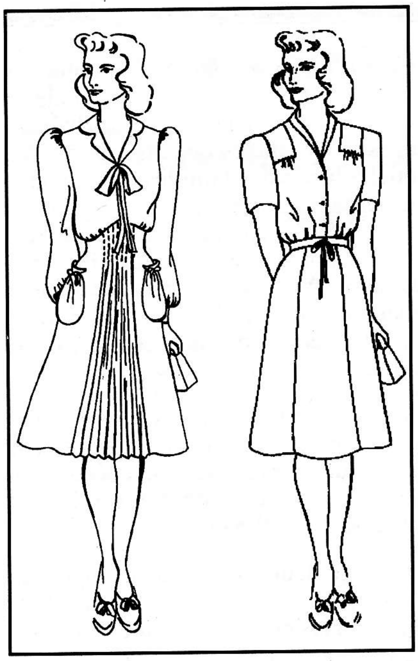


Figure 3: Woman's Day Dress Before and After WPTB Orders

Illustration by C. Clayton-Gouthro 1993

Summary

In an examination of the matter of Canadian civilian clothing during the Second World War, overwhelming government control emerges as a preeminent factor. For men's, women's, and children's wear, manipulation of basic materials, garment production styles and quantities, and distribution mechanisms were controlled by an intricate series of orders under the jurisdiction of the Wartime Prices and Trade Board.

Price control and supply restrictions using simplification and production directives were the mechanisms by which the government was able to ensure an adequate supply of clothing for the families of the nation and avoid clothing rationing. Resultant changes in available fabrics, colors, and styles can be verified both in government documents and the public press of the day.

Simple clothing styles, garment shortages, manufacturing restrictions, and price limits constitute the important elements of study for women's, men's, and children's apparel of the period. Despite these restrictions, fashion continued to change, change being especially notable in women's wear.

The concrete effects of the Second World War on Canadian civilians were massive during the actual years of the war and in terms of the final outcome. The war years, representing a specific period in history, allow us to depict the importance of dress in the collective welfare of a nation's psyche, scrutinise the massive machinery required to ensure equitable use of valued resources during times of war, and illuminate a component of Canadian material cultural heritage. Historical clothing research can underscore the close relationship between people, their clothing, and larger world events.¶

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CANADA REMEMBERS
LE CANADA SE SOUVIENT

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The *Canadian Home Economics Journal* publishes articles from home economists and others who share their interest in promoting the well- being of individuals and families. The article should address current vital issues for families and home economics/human ecology; contribute to knowledge and understanding of some area related to home economics; encourage thought and reflection on the part of the reader; and present subject matter that is accurate, up-to-date, and supported by good references and logical reasoning. Submission of a paper to the *Journal* implies that the paper is original and has not been published or currently submitted for publication elsewhere. Manuscripts will be accepted in either English or French. Letters to the Editor are welcome. Manuscripts for General and Research Articles should not exceed 3500 words. Submissions for other sections of the *Journal* range from 500-1500 words.

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- Do not right justify.
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La *Revue canadienne d'économie familiale* publie des articles signés par des spécialistes en économie familiale ou d'autres personnes qui s'intéressent à la promotion du bien-être personnel ou familial. Les articles doivent traiter d'un sujet d'actualité essentiel à la vie des familles, d'économie familiale ou d'écologie humaine, doivent aider à connaître et à comprendre un domaine relié à l'économie familiale, doivent inviter le lecteur à réfléchir, doivent présenter une information exacte et à jour et doivent être étayés par des sources valables et un raisonnement logique. La soumission d'un article implique que ce dernier est original et n'a pas été publié ou soumis ailleurs.

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Research Section

Canadian Women's Labor Force Behavior: A Forty Year Review

Janet E. Fast and Berna J. Skrypnek

The change in women's labor force behavior frequently is proclaimed to be one of the most important economic and social trends of our time (Duchesne, 1987; Ghalam, 1993; Lindsay and McKie, 1986; Parliament, 1989, 1990). Surprisingly, though, an extensive review of the literature failed to reveal a comprehensive description of the exact nature of the changes in Canadian women's labor force behavior. Some (but not all) pieces of the puzzle appear in many separate writings, most of which pertain to the last two decades. There also is considerable inconsistency in the way in which labor force behavior has been described and defined. To many, labor force behavior is synonymous with labor force participation. To others, labor force behavior is multidimensional.

In the first part of this paper, labor force behavior is described as multidimensional and ways of defining and measuring each dimension are reviewed. In the second part, as complete a picture of the trends in Canadian women's labor force behavior over the last forty years as is possible with existing data is presented. Unpublished data from the Labour Force Survey[1] are compiled and presented in descriptive form. Where relevant Labour Force Survey data are not available, published government documents and published Canadian and U. S. academic research articles are referred to. We conclude with a discussion of the implications these trends have for family life and for corporate and public policy.

Defining Labor Force Behavior

Discussion of trends in labor force behavior, its causes, and its consequences frequently is based on observed increases in women's labor force participation. Labor force participation is simply and consistently defined as whether or not a member of the civilian non-institutional population 15 years of age or over is employed or unemployed (actively seeking employment or available for work) at a point in time. More recently it has been argued that labor force behavior is not nearly so unidimensional (Boothby, 1984). At least two more dimensions of labor force behavior have emerged: attachment and commitment.

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Abstract

The change in women's labor force behavior frequently has been proclaimed to be one of the most important economic and social trends of our time. Yet no comprehensive description of the exact nature of the changes in Canadian women's labor force behavior exists. There also is considerable inconsistency in the way in which labor force behavior has been defined. To many, labor force behavior is synonymous with labor force participation. To others, labor force behavior is multidimensional. In this paper, labor force behavior is described as consisting of at least three dimensions—participation, attachment and commitment—and ways of measuring each are discussed. Analysis of public use data sets, government reports, and U.S. and Canadian academic research reveals that Canadian women not only are increasingly likely to participate in the paid labor force, but they also are increasingly attached and committed to paid employment. Implications of these trends for family life and public and corporate policy are discussed.

Résumé

On a souvent déclaré que les changements survenus au plan du comportement de la main-d'oeuvre féminine représentaient l'une des principales tendances économiques et sociales de notre époque. Cependant, il n'existe encore aucune description détaillée de la nature exacte de ces changements. La façon dont ce comportement a été défini comporte aussi de multiples inconsistances. Pour nombre de personnes, le «comportement de la main-d'oeuvre» est synonyme de «participation de la main-d'oeuvre»; pour d'autres, il est plutôt multidimensionnel. Dans ce document, on précise que le comportement de la main-d'oeuvre consiste en au moins trois dimensions — la participation, l'attachement et l'engagement; on y mentionne aussi des moyens de mesurer chacune de ces dimensions. D'après l'analyse des ensembles de données d'usage public, de rapports gouvernementaux et de recherches universitaires aux États-Unis et au Canada, il semblerait que non seulement la participation des femmes canadiennes à cette main-d'oeuvre rémunérée augmentera, mais que leur attachement et leur engagement à l'égard d'un emploi rémunéré continueront de croître. On y aborde également les répercussions de ces tendances sur la vie familiale et sur les politiques du gouvernement et des grandes sociétés.

Funding for this project was provided by the University of Alberta's Small Faculties Endowment Fund (1990-91) and Central Research Fund (1992-93).

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[1] *These data were made available by Statistics Canada at the request of the authors. The Labour Force Survey was begun in 1945 as a quarterly survey of labour force behavior. In 1952 it became a monthly survey.It is designed to represent all persons in the population 15 years and over residing in Canada, except those living on Indian reserves or in institutions and members of the armed forces. Approximately 62,000 respondents are surveyed each month. The labor force is composed of those individuals who, during a reference week, were employed (worked or had a job from which they were absent) or unemployed (had no job but were available for and actively seeking employment).*

Labor force attachment is distinct from participation as it includes the notion of continuity of behavior over time. Prevailing measures of attachment include the extent to which someone is continuously employed over their employment lifespan, or the extent to which current labor force participation is dependent on previous years' labor force participation (Boothby, 1984), and the extent to which someone is continuously employed throughout a given year, i.e.,the hours per week and weeks per year worked (Blau & Ferber, 1986; Moen & Smith, 1986; Robinson, 1986).

The concept of commitment emerged from a growing awareness of the importance of distinguishing between behavior in a role and commitment to a role. Many definitions of commitment have been used over the years. These include expectations or plans to participate in the labor force (Sobol, 1963, 1974), the extent to which employment is perceived as an important and meaningful life role (Bielby & Bielby, 1984; Haller & Rosenmayer, 1971; Masih, 1967; Mortimer, 1979), the degree to which employment is a source of satisfaction relative to other life roles (Bielby & Bielby, 1984; Masih, 1967), and the "relative distribution of interest, time, energy and emotional investment in work relative to other life sectors" (Safilios-Rothschild, 1971, p. 491). Recent conceptualizations recognize that labor force commitment is itself a multi-dimensional construct involving both behavioral and strong psychological or attitudinal components. The attitudinal component of work commitment includes the extent to which work is an important source of identity or meaning for the individual while the behavioral component includes the individual's intentions regarding the distribution of their effort and time to work relative to other roles (Bielby & Bielby, 1988).

Prior academic research and government reports provide a fairly clear picture of significant and persistent increases in Canadian women's labor force participation. There is less evidence regarding their attachment and almost none regarding Canadian women's commitment to the labor force. The following is our analysis of available data from which emerges a more comprehensive description of trends in Canadian women's labor force behavior than has been available to date.

Trends in Women's Labor Force Participation

Trends in women's labor force participation typically are examined in terms of size of the female labor force, women as a proportion of the labor force, and changes in participation rates.

The size of the female labor force has increased

As Figure 1 illustrates, between 1951 and 1991, increasing numbers of women were employed outside the home for pay. More importantly, it illustrates that the female labor force has grown faster than the male labor force for the past forty years. In fact, during the 1956–1981 period, the female labor force grew at a rate 2 1/2 to 4 1/2 times that of the male labor force. Consequently, most of the growth in the size of the total labor force during the last forty years is accounted for by rapid growth of the female labor force.

These figures probably underestimate the actual number of women in the labor force. For example, they omit those women who work at home and are paid in cash (Armstrong & Armstrong, 1984). Hidden unemployment[2] also depresses actual labor force participation figures (Wilson, 1986). Finally, women tend to move in and out of the labor force more frequently than men so that the number of women in the paid labor force at any point in time probably understates the number who participate during a year (Denton, Feaver & Spencer, 1980). The figures underestimate even more severely the potential labor force since more women would work if work and family conditions were better (Hess, 1987). Akeyampong (1988), for example, estimated that 21,000 more Canadian women would have been in the job market in 1987 had it not been for child care costs and responsibilities.

Women represent an increasing proportion of the total labor force

As a consequence of the growth patterns illustrated above, women represent an increasing proportion of the total labor force (see Figure 2). In 1980, Denton et al. predicted that the proportion of the labor force comprising women would continue to increase at least until 1986, but that it would peak

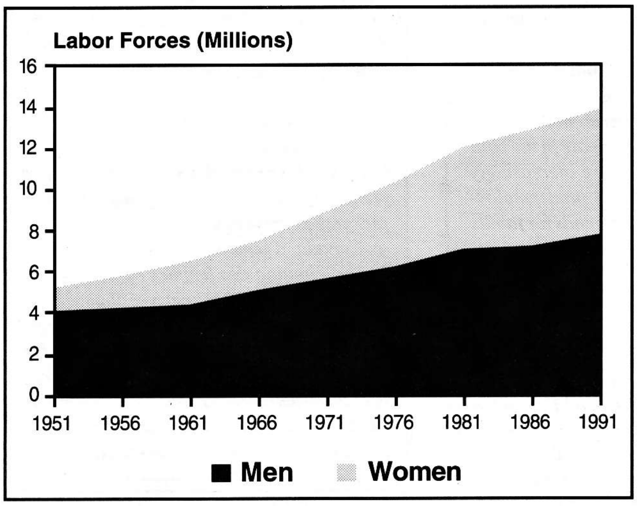

Figure 1. Size of the Canadian Labor Force by Gender, 1951 - 1991

Sources: Historical Labour Forces Statistics, 1974 (Report No. 4 - 1101-524), Labour Force Survey Division; Historical Labour Force Statistics, 1991 (Catalogue No. 71-201), Statistics Canada, Household Surveys Division

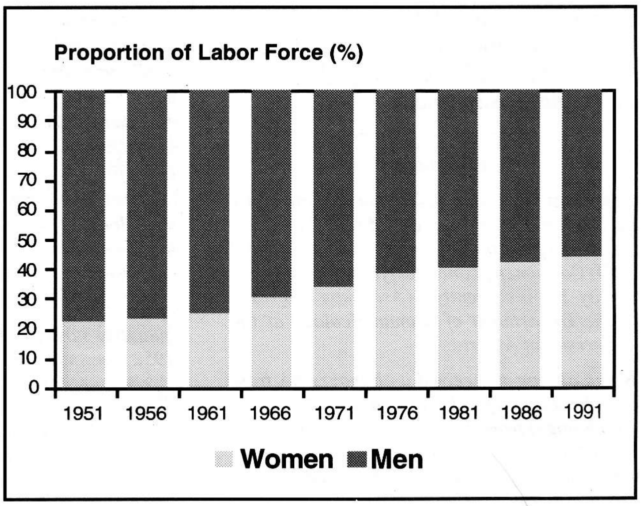

Figure 2. Women as a Proportion of the Labor Force 1951 - 1991

Sources: Historical Labour Forces Statistics, 1974 (Report No. 4-1101-524), Labour Force Survey Division; Historical Labour Force Statistics, 1991 (Catalogue No. 71-201), Statistics Canada, Household Surveys Division

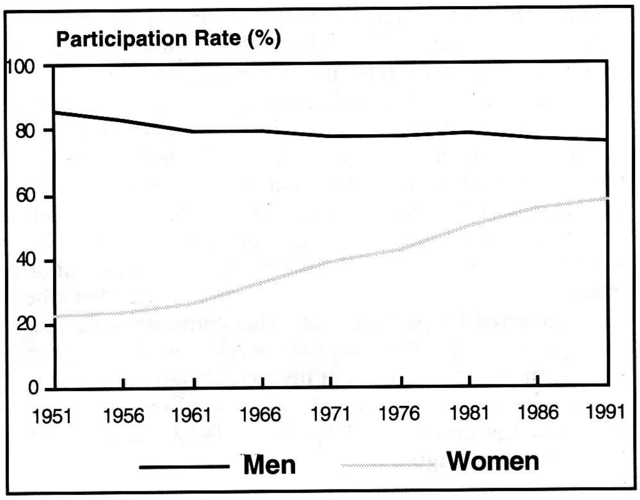

Figure 3. Labor Force Participation Rates by Gender 1951 - 1991
Source: The Labour Force Survey, 1951 -1991 (unpublished data).

at 40% in 1991 after which its rate of growth would level off. Instead, the proportion of the total labor force comprising women reached 40% a decade earlier, and has continued to climb, though at a somewhat lower rate than prior to 1981 (an average of 1.3% per year for the 1981–91 period compared to an average of 3.7% annually for the previous decade).

Women's labor force participation rates have increased

Numerous authors have noted that women's labor force participation rates[3] have increased dramatically in recent decades (Armstrong & Armstrong, 1984; Ciuriak & Sims, 1980; Denton & Ostry, 1967; Duchesne, 1987; Duffy, Mandell & Pupo, 1989; Ghalam, 1993; Lindsay & McKie, 1986; Rennie, 1984). Figure 3 illustrates this increase in women's labor force participation rates from 23.5% in 1951 to 58.2% in 1991. At the same time, men's participation rates have declined slightly. As a result, women's and men's participation rates are approaching parity. Figure 3 further illustrates that the rate of growth in women's participation rates also rose until 1981. Ghalam (1993) and Ciuriak & Sims (1980) attribute the stability of this growth to rapid expansion of women's employment during times of rapid economic growth and resistance of women's employment to the negative effects of economic recession.

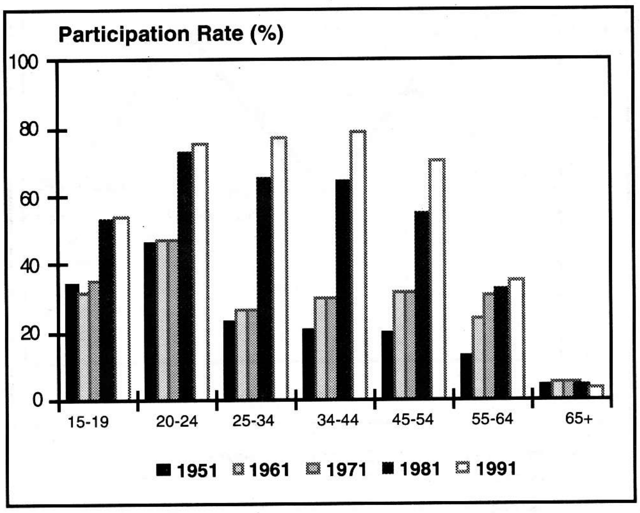

Figure 4. Women's Labor Force Participation Rates by Age, 1951 - 1991
Source: The Labour Force Survey, 1951 - 1991 (unpublished data).

Trends in Women's Labor Force Attachment

It is often argued that women are less attached to the labor force than men because it is typical for women to experience interruptions in their employment, generally for marriage and child bearing and child rearing (Robinson, 1986) and/or because women often engage in part time, seasonal, or casual employment. Attachment or continuity of employment has seldom been the focus of Canadian researchers. Such research is hampered in Canada by the absence of adequate longitudinal data sources (Boothby, 1984). Nonetheless, there is evidence that Canadian women are not only increasingly likely to participate in paid employment at a point in time, but their employment is becoming increasingly continuous as well. Some of this evidence is indirect, showing that marriage and childbearing no longer deter women's labor force participation to the same extent that they once did. Other evidence is more direct, showing that more recent cohorts of women are exhibiting more continuous lifetime employment patterns.

Presence of young children is no longer a deterrent to employment

Perhaps the most commonly cited indicator of increasing labor force attachment of women is the apparent weakening of the relationship between fertility and employment (Ciuriak and Sims, 1980). Figure 4 illustrates that while labor force participation rates have increased since 1951 for all women except those over age 65, they have increased most for women aged 25 to 44, prime childbearing years. In fact, women of childbearing age now have the highest participation rates of all.

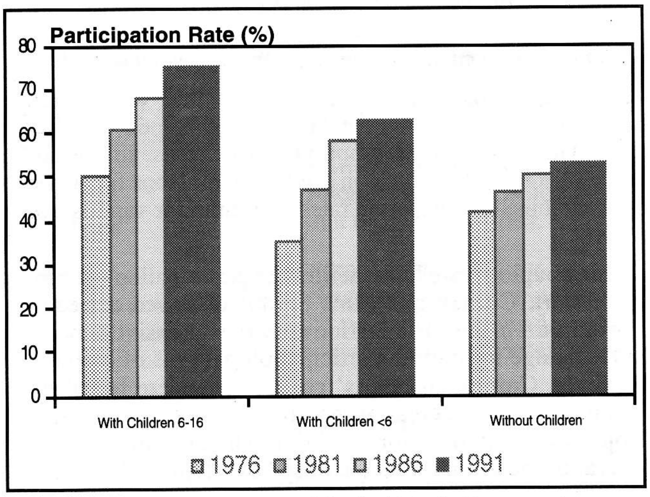

Figure 5. Women's Labor Force Participation Rates by Presence of Children, 1951 - 1991
Source: The Labour Force Survey, 1951 - 1991 (unpublished data).

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[2] *Hidden unemployment refers to "people who would like to work but who believe that jobs are so scarce that looking for work is of no use. Because they are not looking for work, they are not counted as unemployed in government statistics." (Ehrenberg & Smith, 1988, p. 233).*

[3] *The participation rate is the labor force expressed as a percentage of the population 15 years of age and over. The participation rate for a group (e.g. men or women) is the labor force expressed as a percentage of the population for that group.*

Figure 5 illustrates more specifically that labor force participation rates have increased most sharply for women with children under age 6. In fact, while labor force participation rates of women with preschool children are still lower than those of women with children of school age, they now exceed those of women without dependent children. The presence of children, even preschoolers, no longer seems to inhibit women's employment to the same degree it once did.

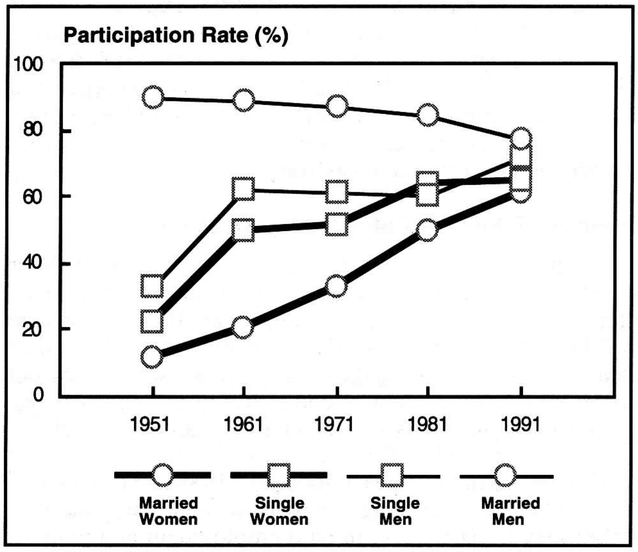

Figure 6. Labor Force Participation Rates by Gender and Marital Status, 1951 - 1991

Sources: The Labour Force Survey, 1951 - 1991 (unpublished data); Ninth Census of Canada, 1951, Volumes I and IV

Marriage is no longer a deterrent to employment

It also has been observed that, while married women are still somewhat less likely than single women to be employed, increases in participation rates have been greater for married than for unmarried women. Prior to World War II, it was not at all common for married women to be employed. For example, in 1931, only 3.5% of married women were in the labor force (Wilson, 1986). Figure 6 shows that by 1951, 11.2% were employed and by 1991, 61.4% were employed. In contrast, during the same period, married men's labor force participation rate decreased by 12.4 percentage points from 89.9% in 1951 to 77.5% in 1991.

Lifetime employment patterns of women have changed

Perhaps the most convincing evidence that women are increasingly attached to the labor force comes from an examination of lifetime employment patterns. In the absence of longitudinal data on the Canadian labor force, we have examined participation rates over time for various age cohorts.

In a couple of rare looks at lifetime participation rates by age cohort, Ciuriak and Sims (1980) observed a steady upward shift in the participation rates of successive cohorts and a change in lifetime participation patterns of women. However, Ciuriak and Sims' conclusions were based on data that included actual observations only through 1979. Projections were used for 1980 through 2000. In addition, several of the age cohorts they used overlapped.

Using actual observations from unpublished Labour Force Survey data, we constructed unique 5-year age cohorts and plotted participation rates at various ages for each cohort (see Figure 7)[4]. Traditionally, women's lifetime employment patterns have had two peaks. One occurred at about age 20–24, after which participation rates dropped sharply during child bearing and child rearing years. The second peak occurred at about age 40–45 when children are likely older and more independent. This M-shaped lifetime pattern is best represented in Figure 7 by the 1930–34 birth cohort. However, distinct changes in this pattern are exhibited by subsequent cohorts. It appears that recent cohorts will exhibit a lifetime employment pattern better described as an inverted U: participation rates continue to increase through age 45–54 dropping only as retirement approaches. This latter pattern is typical of lifetime employment patterns of men. For comparison, male and female lifetime employment patterns are illustrated for the 1930-1934 and 1960-64 birth cohorts in Figure 8.

Trends in Women's Labor Force Commitment

Women's past employment patterns and gender role stereotypes have created a perception that women are less committed to the labor force than are men and that women

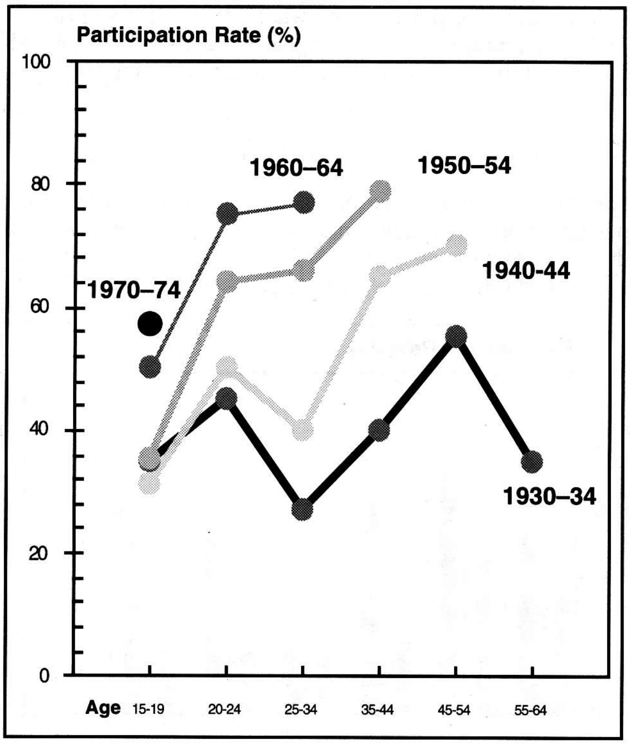

Figure 7. Women's Lifetime Employment Patterns: Participation Rates by Birth Cohort

Source: The Labour Force Survey, 1946-1991 (unpublished data).

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[4] *Statistics Canada presents labour force data by age using the age categories 15–19, 20–24, 25–34, 35–44, 45–54, 55–64 and 65+. In order to construct unique birth cohorts (that is, ones that would not overlap across Statistics Canada age categories), we used birth dates of 1930–34, 1940–44, 1950–54, 1960–64 and 1970–74. We then recorded, from unpublished Labour Force Survey data, average participation rates for the years in which the cohort would have been in each of the Statistics Canada age categories. For example, for women born in the years 1930–34, we recorded participation rates in 1949, 1954, 1961, 1971, 1981 and 1991. These are the years in which the cohort born in 1930–34 would have fallen within the Statistics Canada age groups 15–19, 20–24, 25–34, 35–44, 45–54 and 55–64 respectively.*

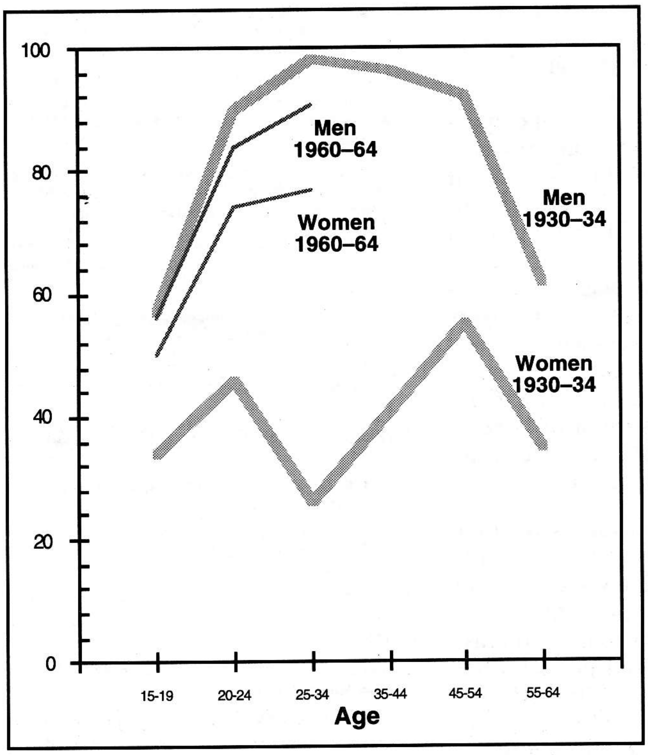

Figure 8. Lifetime Employment Patterns by Gender and Birth Cohort

Source: The Labour Force Survey, 1946-1991 (unpublished data).

are less committed to employment than they are to their family role. In contrast, men's employment patterns and gender role stereotypes have created a perception that men are more committed to employment than are women and are more committed to their work than their family role. This perception persists among employers and policy-makers in spite of a growing body of evidence that women are increasingly participating in and behaviorally attached to the labor force. In fact, one recent cross-sectional Canadian study revealed that men and women exhibited about the same high level of work commitment and involvement (Higgins, Duxbury & Lee, 1992).

Trends in women's labor force commitment are difficult to track as few studies have measured women's labor force commitment at more than one point in time or on a representative sample. Moreover, methods used to measure labor force commitment have evolved over time making it difficult, if not impossible, to make comparisons across studies conducted at different points in time.

One of the few measures of commitment that has been used with any regularity is one that assesses someone's desire to be employed when there is no extrinsic or financial motivation. Typically, individuals are asked whether they would continue to be employed if they had enough money to live as comfortably as they would like for the rest of their lives. This measure appeared on the General Social Survey in the United States and allowed Lorence (1987) to assess changes in this measure of labor force commitment from 1973 to 1985. Lorence found that women's labor force commitment did increase over this period and that by 1985 there was no significant difference in the level of labor force commitment of women and men. Unfortunately, there is no similar data source that would allow examination of trends in Canadian women's work commitment.

We also know, from U.S. studies, that labor force commitment is conceptually distinct from work behavior and, specifically, labor force attachment (Bielby & Bielby, 1984; Moen & Smith, 1986) and that individual women's work commitment remains quite stable over a period of several years even though their work behaviors may change in response to the family demands of child-rearing (Bielby & Bielby, 1984).

Clearly, better measures of labor force commitment and family commitment are needed as is greater consistency in the way in which researchers measure these concepts. This would greatly facilitate monitoring changes in commitment and in the relationship between labor force commitment and family commitment over time.

Implications of Trends in Women's Labor Force Behavior

The above description illustrates significant changes in women's labor force behavior over time: women are increasingly participating in, attached to and, perhaps, committed to the labor force. That is, men's and women's labor force behavior are becoming increasingly similar.

At the same time, the distribution of responsibility for meeting family and household demands has changed little. Men are slightly more involved in family life, mostly in the form of increased participation in child care (Harvey & Elliott, 1983; Lupri, 1991). Family members increasingly report beliefs that women and men should share responsibility for meeting family and household demands (Boyd, 1984; Wilson, 1986). Yet, for the most part, behavior fails to reflect these increasingly egalitarian attitudes: women still retain primary responsibility for caring for children and for household work (Eichler, 1988; Ferree, 1991; Higgins, Duxbury & Lee, 1992; Proulx, 1978; Wilson, 1986). In addition, the aging population is imposing added demands, again mostly on women, in the form of elder-care responsibilities (Canada Employment and Immigration Advisory Council, 1987).

For many Canadians, increasing involvement of women in the labor market without a corresponding reduction in family and household responsibilities, and increasing desire of men to be involved in family life without a corresponding change in employers' expectations, results in competition between family and workplace demands. Both men and women frequently report conflicts between job and family responsibilities, mostly relating to lack of time and/or energy to successfully meet all demands (Alberta Provincial Government and Alberta Union of Provincial Employees, 1991; Higgins, Duxbury & Lee, 1992; MacBride-King, 1990; Ontario Women's Directorate & Camco Inc., 1991). Research has shown this conflict to have negative consequences for family members, including stress and health problems; for families, such as poorer quality parent-child and marital relationships; and for employers, such as increased employee absenteeism and turnover (see, for example, Eichler, 1988; Friedman, 1991; Lowe, 1989; Scarr, Phillips & McCartney, 1989).

For many years, family life educators have offered programs intended to assist family members to cope with the competing demands of work and family. A recent survey of family life educators and family service organizations offering family life education programs revealed that, for the most part, program content seems to be based on the assumption that resources, such as time and energy, are being used inefficiently and that the answer lies in equipping families with better resource management skills (Skrypnek & Fast, 1993). However, it is increasingly evident that few opportunities for efficiency gains remain. Family members' total workload (paid and unpaid work) is increasing (Zick & McCullough, 1991) and evidence suggests that the strategy most likely to be used by family members, especially women, to cope with this increasing workload is to give up sleep and personal time (Clark, Harvey & Shaw, 1990; Frederick, 1993; Zick & McCullough, 1991). Even families operating at maximum efficiency continue to experience conflict arising from competing work and family demands. Under such circumstances, only more resources or fewer demands on those resources can help resolve existing conflicts. Consequently, Canadian family scholars and family policy experts have advocated family-responsive policy initiatives on the part of government and business (Boyd, 1984; Eichler, 1988; Fast & Skrypnek, 1993; Lowe, 1989; Wilson, 1986).

Canadian employees, too, are beginning to look to employers to help them better manage competing job and family demands (MacBride-King, 1990). Workplace changes recommended by Canadian employees include alternative working arrangements, family-related leave provisions, assistance with dependent care, and changes in workplace attitudes.

Yet both government and employers continue to resist such innovations. For the most part, Canadian public and corporate policy is based on notions of a labor force consisting primarily of prime-age males with spouses who are not employed. Although the Canadian government recently legislated changes in parental leave provisions of the Unemployment Insurance Act, it has failed to take action on a national child care policy, the number one concern among employed parents. And, while a few large corporations and unions have been quite progressive in developing policies and practices that facilitate balancing work and family demands, many argue that it is the responsibility of the individual to meet family demands and that employees should be able to meet their family responsibilities outside of regular working hours and without letting family demands interfere with their employment responsibilities (Ontario Women's Directorate & Camco Inc., 1991; Townson, 1988). Others want empirical evidence of benefits to them— such as increased profitability— that will justify the costs involved before proceeding (Stern, 1990). Further, even in those workplaces where family-sensitive policies are in place, access is restricted by attitudes of employers and front-line managers who discourage, subtly or not so subtly, the use of the benefits (Alberta Provincial Government and Alberta Union of Government Employees, 1991; MacBride-King, 1990; Townson, 1988).

Finally, the work-family relationship is still perceived to be primarily a women's issue. Policies based on such perceptions unfairly restrict the choices of both men and women. In contrast, attitudes, policies, and practices that ensure women's right to full and equal participation in the labor force and men's right to full and equal participation in family life will enhance men's and women's choices and support the contemporary diversity of family forms, lifestyles, and lifetime employment patterns.¶

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Home Economists as Policy Analysts: A Legitimate Professional Role

Sue L.T. McGregor

There has recently been a concerted effort to convince home economists of their legitimate role in shaping public policy and several Journal articles have addressed the topic (McGregor 1989a,b, 1993a,b, 1994). The common theme of these articles was how to influence the policy development process. This paper extends the discussion to the realm of analyzing policy that has already been developed.

Legitimate Role in Policy Analysis

To have influence in the policy process, home economists need to join the ranks of other sources of policy analysis including the news media, interest groups, task forces, parliamentary committees, think tanks, and academics. We should be well-situated and predisposed to this political activity. Policy analysis is multidisciplinary encompassing both the natural and social sciences (Pal, 1987) while home economics as an interdisciplinary and integrated discipline draws from these sciences. As Pal notes, the quality of culture and the human spirit are often not a normal part of policy analysis. Since the family is our raison d'être, it is relatively easy for us to bring these aspects of family well-being to the policy process (McGregor, 1994; Thompson, 1988). We also bring to policy analysis valuable dimensions from our human ecology, helping professional, and systems of action perspectives. Effective policy analysis is reflective, creative, imaginative, critical and exploratory (Pal, 1987), attributes which are cited as being central to the profession of home economics (Kieren, Vaines, and Badir, 1984; Vaines, 1992).

This section called Home Economists in Public Policy *is a new occasional addition to the* Journal. *You are invited to share short articles that report on, among other things, positions taken by home economists in public policy, the development of policy skills, experiences in the policy arena, networking, and updates on policy initiatives undertaken in government which impact on individual and family well-being or on CHEA as an interest group.*

Cette nouvelle rubrique, intitulée Le rôle des économistes familiales en politique gouvernementale, *paraîtra occasionnellement dans la* Revue canadienne de l'économie familiale. *Nous vous invitons à nous faire parvenir de courts articles qui rendent compte, entre autres, de positions prises par des économistes familiales dans le domaine de la politique gouvernementale, du perfectionnement des techniques en élaboration des politiques, d'expériences vécues dans le milieu de la politique, de l'établissement de réseaux et de mises à jour sur les initiatives prises par le gouvernement et susceptibles d'avoir des répercussions sur le bien-être individuel et familial ou sur l'ACEF, en qualité de groupe d'intérêt.*

Stated in our strategic plan is the objective of initiating, fostering, and supporting private and public policy which improves the quality of life of individuals and families (CHEA's strategic plan, 1994). Although there is no identified "family policy" in Canada (Baker, 1994; Eichler, 1988), there are many policies that affect families including consumer, social, housing, environmental, fiscal, monetary, health, etc. (Zimmerman, 1992). We as home economists should be influencing this policy.

Objectives of Policy Analysis

Pal defines policy analysis as "a disciplined application of intellect to public problems"(1987, p.19). This policy analysis "generates and presents information in such a way as to improve the basis for policy makers to exercise their judgement" (Quade, 1975, p.1). Downey (1988) conceives of this information as an intelligence system which should result in (a) an increase in information available; (b) better information (clear, valid and reliable); (c) more relevant information; and (d) analyzed information.

This intelligence system will comprise (a) only data that sheds light on the issue; (b) a combination of perspectives from pertinent yet independent sources; and (c) a combination of empirical and intuitive knowledge (Downey, 1988). It will enable a home economist to provide policymakers with pragmatic, action-oriented recommendations for alleviating the social problem. The final choice of action is that of the authorities.

Downey (1988) suggests that, as this intelligence system is being compiled, the policy analyst needs to take into account the political context within

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which the analysis is occurring; that is, one has to deal with the mix of values, competing interests and overlapping demands for participation (voice) in the policy process, the "policy making context" (Majchrzak 1984). Downey recognized two types of knowledge in the policy analysis intelligence system: policy making knowledge, or one's analysis skills, and policy issue knowledge, or specialized information pertinent to the issue at hand. A home economist would ethically undertake only policies within her or his realm of knowledge and expertise.

Policy Analysis Skills

Aspects of policy analysis skills include targets of policy analysis, policy analysis streams, orientations to policy analysis, and stages of the policy analysis process.

Targets and streams of policy analysis

Dye (1976) and Pal (1987) identified three elements that could be the target of policy analysis: determinants of policy or causal forces responsible for generating policy; content of policy including defining the problem and generating alternatives; and impact of policy whether intended or unintended (Zimmerman, 1992). As well, home economists could adopt both streams of policy analysis, academic and applied, often concurrently. Academic analysis is concerned with the relationship between determinants and content (explaining the evolution of policy process and the content of the policy) while applied analysis is concerned with the relationship between content and impact (evaluating policy) (Pal, 1987). Further, while those conducting academic analysis may have no desire to change the policy, merely to understand it, those conducting applied analysis want to change or improve the policy. In reality, academic research produces theory and information useful to the applied analyst who in turn generates information useful to the academic analyst; they may in fact be one and the same person.

Orientations to or styles of policy analysis

Analysts can adopt one of three orientations (policy styles) to asking policy analysis questions (Pal 1987). A descriptive orientation is concerned with describing the content of policy and its evolution over time. A process orientation strives to explain how the content of the policy was determined. Behavioral actions such as conflict, power, cooperation, debate, compromise, and decision patterns are aspects of this orientation to analyzing policy. McGregor (1992) and Coleman and Skogstad (1990) extend the notion of behavioral actions by offering a network interaction perspective for policy development and analysis. Finally, those concerned with evaluating policy are interested in judging the policy itself, its logical consistency (does the goal match the strategy and instrument?), its efficiency, effectiveness, and its ethics (value systems and morals).

Pal's (1987) comment that these three orientations are often used in combination suggests to practising home economists a close parallel to the systems of action approach. Home economists should strive to develop a system of actions (ways of knowing and thinking) such that they can help individuals and families (a) cope with change (technical), (b) understand and adapt to change (interpretative), and (c) affect change (critical) (Vaines, 1980, 1992).

A Policy Analysis System

By way of comparative summary, Table 1 places systems of action, styles of policy analysis, and targets of policy analysis in respect of each other as a three level policy analysis system.

Level one, a description of the content of the policy, is a technical action perspective that entails enabling oneself and policy makers to appreciate the actual substance of the policy that is under investigation prior to or in lieu of making policy recommendations.

Level of policy analysis	Style of analysis	Targets of analysis	System of actions
Level one	descriptive	content	technical
Level two	process	determinant	interpretative
Level three	evaluation	impact	critical

Table 1. A policy analysis system

Level two is concerned with explaining how the content (substance) of the policy was determined over time including the conflict, cooperation, influence, compromise, and decision patterns between stakeholders. By engaging in interpretative or communicative practice, home economics policy analysts can enable themselves, as well as policy makers, to understand the factors and interaction dynamics which determined the nature of the policy and do this in context by talking about values, beliefs, intentions, attitudes, and perceptions.

Level three is concerned with evaluating or judging the policy, one criterion being its ethics (value systems and morals). Bringing a critical or emancipatory approach to policy analysis entails affecting or shaping familial and institutional change via moral concern for what "should be." This level of policy analysis enables one to deal with the impact or consequences of the policy on government, business, individuals, families, and society at large such that human betterment is enhanced.

There is no right combination or set combination of determinant (interpretative), content (technical) or impact (critical) targets for policy analysis, since each policy situation is different. This policy analysis system will also make use of combinations of the three styles of analysis: (a) descriptions of the content of the policy; (b) contextual portraits of the policy process and dynamics; and (c) evaluation of the impact of the policy on individuals and families.

Stages of Policy Analysis

Just as there are stages in the policy development process (McGregor, 1989b), there are stages in the analysis of that policy. Downey (1988) and Patton and Sawicki (1986) discussed six stages, functions, and analysis methods of a conventional policy analysis model. Select aspects of interaction and network analysis methods (McGregor, 1992) as well as critical thinking and practical problem solving are also interjected into this policy analysis model. These six stages are presented in Figure 1.

The specific policy analysis methods to be chosen by the analyst will depend on his or her attempts to cope with the information needs of the policy maker (client), one's own personal research agenda, one's own personal skills and competencies, and current familial needs and practical perennial problems. The intent of policy analysis is to provide an intelligence system (organization of a body of information gathered for policy makers) so authorities can exercise judgement from among a range of options; the ultimate choice is theirs but the task of the analyst is to order the information so they can make decisions. Each home economist may feel better qualified in some stages of the policy analysis process than in others; the goal is to strive to enrich one's repertoire of competencies until one feels relatively confident to undertake the policy analysis process (or select aspects of the process).

Figure 1: Stages of Policy Analysis

1. Environmental scanning/initiation of policy analysis process

What are the unmet needs of the parties affected by the policy?
Can the existing policy meet these needs?
What gaps exist in the policy?
Is periodic analysis mandated by legislation?

Methods: Future studies; Policy Delphi; needs assessment, program evaluation, social audits, network analysis

2. Imagination scanning/creating policy alternatives

How might we meet these unmet and emerging needs?
What alternatives or amendments can be contemplated as regards changes to the policy?

Methods: creative thinking; problem solving; context setting; comparative studies

3. Scan reality/estimating consequences of alternatives

How feasible are these alternatives or amendments to the policy? (involves intuitive testing of modifications to the policy based partially on anecdotal evidence)
How potentially cost beneficial and politically beneficial is each?
What are the pros and cons of each?
What is the level of agreement from independent sources on these changes to the policy?

Methods: critical thinking, practical problem solving, computer simulations; consultation with experts; cost/benefit analysis; opinion and attitude surveys

4. Choice/facilitating judgment via recommendations and strategies (order data for informed choice)

What are the recommended changes or modifications (if any) to the policy?
After weighing the pros and cons of each policy alternative, what is the optimal alternative or combination of alternatives?
What set of recommendations will help accommodate the mix of values, interests, and resources (material and human) inherent in the implementation of the policy?
These should be considered while directing attention to relevant comparative data and while recognizing constraints and opportunities (the policy context).

Methods: Policy Delphi; probabilities; choice-score cards; eliminate the obvious; critical thinking; practical problem solving approach

5. Implementing the policy recommendations/strategizing

What strategies (resource allocation–human and material, and control systems as well as cooperation) are suggested such that the recommended changes to the policy can be implemented and controlled?

Methods:
PERT - Program Evaluation and Review Technique
MBO - Management by Objective
PPBS - Planning-Programming-Budgeting Systems
ZBB - Zero Base Budget

6. Policy review and updating

How are the implemented changes to the policy to be reviewed and updated?
What were the outputs (quality of policy), the interaction context, and the outcomes (impact of policy)?
This often leads to future policy analysis initiatives (back to stage one).

Methods: computer simulations; consult with experts; cost/benefit analysis; opinion and attitude surveys; network analysis

Source: Downey, L.W. (1988) and Patton, C.V. & Sawicki, D.S. (1986)

Communicating Results

Policy analysis generates and presents information that will improve the basis for policy makers in deliberations regarding the policy in question. Once the policy is analyzed, the results have to be shared with the end users so they can make their decision (House, 1982; Majchrzak, 1984; Nagel, 1980; Pal, 1987). Majchrzak has provided four basic tips to facilitate communication of policy analysis results to policy makers (Figure 2).

Current Imperatives

This paper has argued that home economists have a legitimate role to play in the process of policy analysis. Our activities in this political endeavor could generate a unique intelligence system for policy makers, one which can help bring the family as an institution from the periphery to the core of policy decisions. The current process of social security reform is a pressing example of a situation that merits our professional and holistic approach to helping families. As home economists, we bring a family-focussed perspective to the analysis of the social security, labor market, and education framework of our country. Key aspects of this framework (Axworthy, 1994; Social security reform, 1994) that are relevant to individual and family well-being and empowerment include labor practices and rules affecting the workplace, unemployment insurance, training and employment programs, pensions, education, literacy and learning, social assistance and income security, taxes, and poverty. Using the information in Table 1 enables each of us to place ourselves in the policy analysis arena at a level of analysis that we

Figure 2. Tips to Facilitate Communication of Policy Analysis Results to Policy Makers

- Present orally if possible, and supplement this with a written presentation.
- Ensure two-way communication throughout the study so that client has a chance to reflect on possible results and recommendations; limit communication to only results and recommendations rather than research design or data collection.
- Communicate results differently to different users: some want details; some want major findings; some want only specifics related to their particular interest.

When presenting results,

- provide an executive summary, five single-spaced pages or less
- state conclusions first
- begin sections with major points
- provide quotables and use anecdotes
- avoid jargon (technical and statistical)
- link content to concerns identified by client
- deal with effect of relative options not just one option
- use multimedia (charts, tables, diagrams, color)
- use three forms: fully referenced report with appendices; 10-20 page summary booklet; one-page fact sheet.

Source: Majchrzak, A (1984).

find most comfortable and most productive for addressing familial needs.

Another imperative prescribing our role in policy analysis is our involvement in the International Year of the Family (IYF). In fact, two of the objectives of IYF are (a) to increase awareness concerning family issues in governments as well as in the private sector and (b) to strengthen national institutions as they formulate, implement, and monitor policies with respect to families (Arcus, 1991). Reform of the policies shaping the current Canadian social welfare system is of paramount importance and significance in light of these objectives. Practitioners may find useful policy analysis guidance from the recently released Alberta Family Policy Grid (1991). It presents eight principles as components of a framework to use in developing and analyzing policies affecting families. Non-governmental organizations such as the Vanier Institute of the Family and Family Services Canada have established complementary principles that guide their policy analysis process.

This paper has discussed the principal aspects of policy analysis to enable practitioners to feel more comfortable approaching this exciting and responsible professional activity. As we gain expertise in political competency, we can join the ranks of other policy analysts and feel proud that we bring to the policy analysis arena family values and principles, an appreciation of perennial practical problems, a holistic, ecological, critical approach, and a mission to enhance individual, familial, and societal well-being via self-enlightenment and empowerment.¶

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ORIENTATIONS STRATÉGIQUES DU PROGRAMME DE DÉVELOPPEMENT INTERNATIONAL DE L'ACEF 1993 - 1998

Mission de l'ACEF - DI et vision du développement

Le Programme de développement international (DI) de l'ACEF a été créé en 1976 lors de la XIII$^{\text{ème}}$ assemblée de la Fédération internationale pour l'économie familiale (FIEF) tenue à Ottawa. Depuis, le Programme a évolué et il comporte maintenant deux volets, distincts mais complémentaires: le partenariat et l'éducation au développement.

Le Programme de développement international de l'ACEF a donc une double mission:

(1) Renforcer les associations d'économie familiale et la pratique professionnelle dans les pays en développement et au Canada au moyen de partenariats d'associations professionnelles en adoptant une approche de collaboration, féministe, à partir de la base.

(2) Permettre aux économistes familiales du Canada et des pays en développement de promouvoir un développement durable fondé sur la justice et la participation populaire.

BUT 1: Promouvoir la coopération internationale entre les économistes familiales du Canada et du tiers monde

Objectif	Application
1.1 Continuer à promouvoir le concept de partenariat professionnel entre les AEF du Canada et d'outre-mer, de façon à ce que les projets et activités financés par l'ACEF-DI soient tous réalisés dans le cadre de partenariats plus matures (égalitaires et équilibrés)	1. Lors d'approbation des projets, le CRP doit inciter les AEF à renforcer leurs liens de partenariat. 2. Encourager les AEF à mettre à jour leurs connaissances théoriques et pratiques sur les concepts de partenariats professionnels. 3. Favoriser le développement éducatif et professionnel, pour améliorer les pratiques des partenaires en: gestion des programmes, participation, évaluation de la participation et intégration des interventions dans le contexte actuel du développement. 4. Instaurer un système participatif de prise des décisions, de planification, de surveillance et d'évaluation entre les partenaires. 5. Accroître le rôle du CODI-N, du CRP et de l'ADI dans la gestion des projets. 6. Maintenir une communication avec d'autres organismes ayant des partenaires professionnels dans le tiers monde, pour mieux évaluer les réalisations et ce qui pourrait être fait. 7. Être ouvert à de nouvelles formes de partenariat, autres que le jumelage de deux associations locales, afin de permettre à plus d'économistes familiales de travailler en développement. 8. Accroître l'intérêt des membres, du bureau de direction et du conseil d'administration de l'ACEF au programme de partenariat et celui de DI en général. 9. Faciliter le partage des expériences de partenariat entre économistes familiales (Nord-Nord, Nord-Sud, et Sud-Sud)

SIGLES

ACDI	Agence canadienne de développement international
ACEF	Association canadienne d'économie familiale
ACEF-DI	Association canadienne d'économie familiale - développement international
ADI	Agente de développement international
AED	Agente d'éducation au développement
AEF	Associations d'économie familiale
APD	Assistance publique au développement
CRP	Comité de revision des projets
CODI	Comité de développement international
CODI-N	Comité national de développement international
Ed. dév.	Éducation au développement
PDI	Programme de développement international
PAC	Partenariat Afrique Canada
CRDI	Centre de recherches en Developpement international

Objectif	Application
1.2 Améliorer le volet « renforcement des associations » dans tous les projets de partenariat, pour avoir des associations durables et responsables dans les pays en développement et en faire des agents de changement actifs et responsables dans leur communauté	1. Trouver des moyens pour que les deux partenaires comprennent la mission de l'ACEF-DI visant le renforcement des associations et qu'elles travaillent en ce sens. 2. Surveiller l'application de cette mission pendant l'approbation du financement (CRP et proposition de projet) 3. Donner priorité aux activités qui favorisent les mécanismes démocratiques et la participation des membres à tous les échelons de l'association professionnelle. 4. Élaborer un mode de partage de l'information entre/dans les AEF du Canada et du tiers monde sur les associations professionnelles durables et responsables. 5. Fournir une formation sur le renforcement des associations et la participation de la population. 6. Accroître le rôle du CODI-N, du CRP et de l'ADI dans l'évaluation des activités de renforcement des associations. 7. Poursuivre l'application des recommandations de l'ACDI en ce qui concerne le renforcement des capacités organisationnelles des Canadiennes et de leurs homologues outre-mer (CODI des AEF).
1.3 Assurer, dans tous les projets et les activités, une participation et des avantages équitables pour tous les membres de la famille: femmes, hommes et enfants (filles et garçons)	1. Aider les AEF au Canada et dans le tiers monde à comprendre et à appliquer les principes d'intégration des femmes dans le développement. 2. Promouvoir le rôle des femmes et des filles comme agentes, participantes et bénéficiaires du développement. 3. Surveiller l'application de cette approche féministe lors de l'approbation du financement (CRP et proposition de projet).
1.4 Inciter les économistes familiales du Canada et des pays en développement à faire davantage d'efforts pour organiser des activités qui favorisent un développement durable et qui ont des conséquences positives sur l'environnement social, économique, physique, politique, humain et familial	1. Aider les AEF du Canada et du tiers monde à comprendre le contexte global du développement. 2. Former les partenaires canadiennes et leurs homologues à concevoir des activités durables et à établir une association professionnelle durable. 3. Surveiller l'application de ce concept de développement durable lors de l'approbation du financement (CRP et proposition de projet).

BUT 2: Informer le public.

Objectif	Application
2.1 Favoriser un engagement professionnel plus profond et plus large pour un développement mondial responsable et durable conformément à l'énoncé de mission de l'économie familiale	1. Recourir au mécanisme de financement pour que les activités et les ressources: 1) soient axées sur des grands thèmes qui reflètent les orientations stratégiques du PDI (développement durable, égalité des sexes, habilitation et contrôle local, démocratisation); 2) mettent l'accent sur l'interdépendance des problèmes de développement que connaissent les familles du Nord et du Sud. 2. Utiliser l'atelier annuel pré-congrès pour faire connaître les problèmes courants du développement durable aux responsables qui organiseront des activités d'éd. dev. et de partenariat au niveau provincial et local. 3. Accroître la participation des membres à la préparation du bulletin sur le développement (et d'autres ressources), et le diffuser aux membres. 4. Soutenir les programmes des associations provinciales, locales et d'enseignants destinés aux membres qui travaillent à mieux faire connaître les principes et les enjeux du développement durable. 5. Accorder plus de place au développement (thèmes, questions, conférenciers) et mieux l'intégrer aux congrès annuels de l'ACEF, des associations provinciales et d'enseignants. 6. Faciliter l'accès des membres aux ressources éducatives et promotionelles.

Objectif	Activités
2.2. Permettre aux économistes familiales canadiennes de mieux comprendre comment on peut résoudre des problèmes et des questions de développement grace à des progets de partenariat efficaces	1. Encourager et aider les associations à organiser des ateliers pour qu'elles étudient les problèmes particuliers du pays de leur partenaire; les inciter à analyser les conséquences de leur projet de partenariat sur ces problèmes. 2. Préparer une document (vidéo, présentation et livret) qui permettrait de mieux comprendre l'impact des projets de partenariat de l'ACEF sur les familles des communautés. 3. Promouvoir et aider les partenaires d'outre-mer à participer à la planification et à la mise en oeuvre d'activités d'éducation du public canadien. 4. Mieux utiliser le bulletin trimestriel de DI pour diffuser de l'information sur les projets qui assurent la durabilité et favorisent la démocratisation.
2.3 Renforcer la capacité des professionnelles et des associations d'économie familiale canadiennes à informer et éduquer le public sur les problèmes de développement	1. Conceptualiser et stimuler des activités d'éducation initiées par les associations provinciales et locales pendant la Semaine du développement international. 2. Promouvoir et favoriser le recours aux économistes familiales comme personnes ressources dans des activités d'éducation organisées par d'autres groupes. 3. Encourager les associations provinciales et locales à mieux utiliser les médias locaux pour informer le public des problèmes et des réalisations en matière de développement. 4. Préparer un document que les enseignants utiliseront avec leurs étudiants. 5. Fournir des occasions aux professeurs et aux étudiants universitaires d'économie familiale, surtout ceux en éducation, de donner une plus grande place aux problèmes du développement dans les programmes. 6. Continuer les séminaires d'information pour les enseignants du réseau d'éducation globale de l'ACEF. 7. Aider à réaliser une série d'ateliers d'éducation globale pour diplômées que les associations provinciales d'enseignants offriront aux membres aux journées pédagogiques, et former des animatrices pour les ateliers. 8. Effectuer des recherches sur la mise en place et l'impact de l'éducation globale dans les programmes d'économie familiale du secondaire, ou y apporter son soutien.

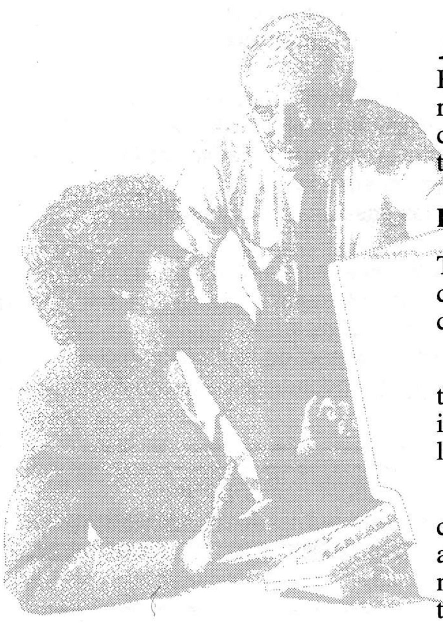
BUT 3: Faire le lien entre l'expérience acquise dans le Programme et le débat des politiques gouvernementales en favorisant une analyse critique et un dialogue publique de ces politiques.

Objectif	Application
3.1. Aider les associations canadiennes d'économie familiales à influencer davantage l'élaboration des politiques nationales touchant le tiers monde	1. Surveiller les politiques du gouvernement Canadien et les positions du Conseil Canadien pour la Coopération Internationale et de Partenariat Afrique Canada; et demander au comité des politiques de l'ACEF d'intervenir quand l'intérêt ou la responsabilité des économistes familiales est affecté. 2. Utiliser l'atelier pré-congrès pour faire des résolutions sur des questions de politique gouvernementale qui touchent le développement. 3. Encourager les associations à tenir leurs députés au courant des initiatives de l'ACEF en matière de développement et faire du lobbyisme pour réorienter l'aide internationale vers des priorités plus humanitaires.

A Home Economist Speaks Out

Relevance in High School Home Economics Programs

Scotti Stephen



High school home economics teachers hold strong beliefs about the relevance of their field (Stephen, 1993), but they feel continually challenged to change their curriculum to ensure program relevance. However, home economics programs have not always been implemented to reflect a philosophical commitment to relevance and a responsiveness to family concerns (Brown, 1985). This paper is intended to challenge home economics teachers to re-examine their own beliefs about the relevance of their programs.

Definition of Relevance

The concept of relevance seems to be best understood by the education research community in terms of either the personal or the social. Relevance may also be considered to be time sensitive.

Personal relevance applies to something which is taught with the expectation that it will be meaningful or self-rewarding to the learner (Bruner, 1971). There is a perceived connection between the subject matter and the present and future lives of the students (Van Sickle, 1990).

Social relevance is defined as something which is taught because it has some connection with the serious problems facing the world (Bruner, 1971). It involves a study of prevailing social problems and issues, students' examination of their most basic assumptions about the world that exists, and a consideration of how they propose to change society from what it is to something more desirable (Metcalfe & Hunt, 1970). A goal of transformation of certain societal values, rather than their mere transmission, should be included in the concept of social relevance (Stephen, 1993).

Historical Examination of High School Home Economics Programs

In high school home economics programs throughout this last century, personal relevance has been seen primarily as, or equated with, future role preparation of young girls and, more recently, young boys for jobs within the home and for outside career opportunities. Social relevance has focussed on the training for citizenship and the strengthening of family life for a strong nation.

1900-1925

Canadian society during this period viewed women as the cornerstone of the family. Consequently, it was considered appropriate for young girls to be trained to assume their roles as future wives, mothers, and homemakers (Maddock,1900, cited in Peterat and DeZwart, n.d.). The notion also existed that a nation's greatness depended upon the maintenance of the family as an institution. At a time of mass immigration and rapid urbanization, home economics programs attempted to respond to the social ills of the large urban centres. It was believed that teaching about proper nutrition would create healthy, productive citizens who would not become an economic burden to society. Subjects such as needlework, home decoration, sanitation, and the teaching of values would further strengthen the home, and thus the nation, by cultivating refined homes. However, as time would soon tell, problems

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Acknowledgments:

The author wishes to thank Dr. Barbara Nelson for her critique of this paper.

such as nutritional deficiencies and the continued loss of men from the home for leisure pursuits continued to escalate (Peterat and DeZwart, n.d.).

1926-1950

The economic hardships of the Depression coupled with an increased presence of women in the workplace influenced a change in home economics programs to give greater attention to money management, decision making, and stretching the food and clothing dollar. Personal relevance was assumed to be accomplished through the training of young girls for future roles in the home and in the workforce (Peterat and DeZwart, n.d.).

Social concerns were addressed by the continued emphasis of home economics as a training for citizenship. While acknowledging the complexity of the problems facing families, home economics educators continued to skirt around the problems rather than to investigate further ways to resolve the deeper social issues. However, unlike other writers of the era, MacMillan (1944, cited in Peterat and DeZwart, n.d.) envisioned home economics to include social relevance by helping students to develop "a social consciousness that they might be alive to family, community and world needs." However, MacMillan's vision was not acknowledged in the Canadian home economics literature until nearly 40 years later.

1951-1968

Developing students' scientific abilities for possible future careers gave personal relevance more importance with the advent of international space programs. An emphasis on the pure sciences in education led high school home economics teachers to teach food science or textile science to prepare students to compete in the international job market.

In recognition of women's increased role as decision makers, separate courses in consumer studies, management, and family development were established. As the roles of men and women continued to evolve within the family, the inclusion of boys in home economics classes was suggested for the first time as an effective means to strengthen family relationships. Further emphasis on future adult roles could be seen with the introduction of vocational home economics courses in both the rural and urban centres.

Social relevance was not concerned with questioning the complex reasons for the existing social conditions affecting family life, but rather with ways to help families cope with problems (Peterat and DeZwart, n.d.). It has been suggested that the profession's inability to become critical on social issues and to get to the heart of the matter is the reason that home economics has not been taken seriously (Bernhardt, 1961). During this period, home economics teachers did not become a force to be reckoned with but rather were often perceived as "stitchers and stirrers." This gap between the rhetoric and program implementation has endured up to the present.

1969-1992

In this last quarter century, personal relevance in home economics programs for all students has included the introduction of boys into high school home economics courses. Such action is evidence of the acceptance of the fact that boys need to be prepared for their future roles in order to have strong family relationships.

With the acknowledgment of the world as a global village, home economics curriculum has shifted its focus slightly from the family to the individual within a family within the larger society. Social relevance in high school home economics programs is moving beyond the national level to explore complex problems and issues of international concern in order to improve the quality of family life for everyone.

Implications for Home Economics Educators

In order to address these universal problems effectively, home economics teachers are being urged to adopt a critical orientation in their approach to curriculum. However, the fostering of critical attitudes, particularly those involving value judgments, has yet to be integrated optimally in the development of home economics curricula (Wilcosz, 1986). An overgenerous allotment of time to clothing construction, food preparation, house plans, and crafts has left little time for consideration of societal issues. Lack of relevance in high school home economics programs may continue to be viewed as a weakness of the field.

Personal and social relevance which leads to personal satisfaction as well as social action can be achieved very effectively in home economics curriculum if a balance is struck between the technical, interpretive, and critical orientations (CHEA, 1985). Basic skills and knowledge of the subject matter, while essential for students in order to successfully move to higher levels of thinking, must not be allowed to dominate curriculum guides. To overcome this preoccupation with content, teachers are being urged to force themselves to think of the curriculum in terms of themes or practical problems rather than concepts and minitopics. Teaching the traditional subjects from a global perspective with an awareness of existing inequities, such as inadequate housing and homelessness, may be seen to increase the personal and social relevance of the program. Teachers need to explore different teaching methods and learning activities which will encourage and allow students to direct much of their own learning.

For educators who have been trained within a technical framework, this task can be a challenging adventure. It can prove to be threatening to individuals at times as they reorient their way of thinking about curriculum. However, if we, as home economics teachers, want to make subject matter personally and socially relevant to our students, we must be willing to take a critical look at our own teaching practice. If we are not willing to change, how much more successful than our predecessors will the teachers of this era be in resolving the perennial problems of the family ?

The Last Word

In my own quest for a critical orientation in the development of my family studies programs, I feel I have embarked on a journey much like those of the early explorers who travelled to Western Canada. They set out on long and extended journeys, often with no destination in mind, but simply with a "desire to know." They often became lost or were diverted in a different direction only to find unexpected "new worlds." Difficulties and obstacles were commonplace. They were helped along the way by the local people. Furthermore, the explorer, the accompanying team, and the aboriginal guides had to work together in order to survive. Undoubtedly, both the guides and the explorers taught one another much on these excursions.

As teachers we too attempt to set a destination. But unlike those journeying into curriculum in the past, the teachers who are implementing a critical approach may not be clear about their exact route and may not reach their original destination. Obstacles and difficulties will be encountered. Students and teachers will be travelling alongside one another, learning from each other through dialogue and shared experiences. Through this process, it will be quite possible that their tales and experiences will lead to new destinations and to delights never imagined.

The risks the explorers took were numerous but the rewards, although not immediately recognized, were enormous. How can we, as teachers, know of the rewards which await our classes if we are not willing to rise to the challenge of the critical orientation in order to make home economics hold greater personal and social relevance to the students of today and tomorrow?

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Abstracts of Current Literature

compiled by ***Debbie MacLellan***

Foods and Nutrition/ Alimentation et nutrition

Comparison of Group Diet Instruction to a Self-Directed Education Program for Cholesterol Reduction.

Johnston, J.M., Jansen, G.R., Anderson, J. & Kendall, P. (1994).
Journal of Nutrition Education, 26, 140-145.

The objective of this 12-week study was to assess the effectiveness of two approaches to nutrition education — group diet instruction (UC) and a self-directed diet education program (SC)— designed specifically for this study. The sample consisted of 147 male and female volunteers, ages 25–75 years, who were classified as "at risk" for developing coronary artery disease due to increased total cholesterol and/or elevated total cholesterol/high density lipoprotein-cholesterol levels.

Results indicated that the lipid profiles of the participants of both programs were modified, the magnitude of the changes being the same for males and females. It was concluded that the SC program, because of its self-study format and effective use of time and manpower, can be a practical alternative to group instruction and should be considered for expanded usage and long-term evaluation.

Nutritional Quality of Foods Served in Contracted Second Level Lodging Homes.

Hedley, M.R., Hale-Tomasik, H. & Woolcott, D.M. (1994).
Journal of the Canadian Dietetic Association, 55, 75-78.

The major purpose of this study was to assess the nutritional adequacy of food served in contracted second-level lodging homes (SLLHs) in the Regional Municipality of Hamilton-Wentworth. A questionnaire was used to gather relevant demographic data and information about the foodservice systems used by each of the 62 SLLHs in the study sample. Dietary data was collected using a semi-quantitative food frequency questionnaire and records of food served during one day. The nutritional quality of the menus and the record of food served was evaluated using a Food Guide/Diet Scoring method adapted for Canada's Food Guide (1982) described in a previous study. A nutrient adequacy ratio (amount of nutrient in the food divided by the 1990 RNI, for the nutrient) was calculated for ten nutrients.

Results indicated that 44% of the homes provided the minimum servings recommended by Canada's Food Guide (1982). Only 12 homes (20%) met the RNI for the 10 nutrients studied. It was concluded that the nutritional quality of food served in some SLLHs presented potential risk to residents' health. This study indicates that better nutritional standards are required for SLLHs to ensure adequate nutritional status of residents.

Supplementary listing of articles:

The Nutritional Role of Breakfast in the Diets of College Students. Hammond, G.K. & Chapman, G.E. (1994). *Journal of the Canadian Dietetic Association, 55*, 69-74.

Designing a Consumer Friendly Nutrition Label. Bredbenner-Byrd, C. (1994). *Journal of Nutrition Education, 26*, 180-190.

Financial Costs of Healthful Eating: A Comparison of Three Different Approaches. McCallister, M., Baghurst, K. & Record, S. (1994). *Journal of Nutrition Education, 26*, 131-139.

Validity and reliability of reported dietary intake data. Howat, P.M., Mohan, R., Champagne, C., Monlezun, C., Wozniak, P. & Bray, G.A. (1994). *Journal of the American Dietetic Association, 94*, 169-173.

Cholesterol-lowering effect of barley bran flour and oil. Lupton, J.R., Robinson, M.C. & Morin, J.L. (1994). *Journal of the American Dietetic Association, 94*, 65-70.

Submitted by:

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Clothing and Textiles/ Textiles et habillement

Comparison of After-Laundering Residues of Cypermethrin and Cyfluthrin in Fabrics: A Meta-Analytical Approach.

Newburn, K., Laughlin, J. (1994).
Clothing and Textiles Research Journal, 12(4), 37-44.

This study examined the effects of type and amount of pesticide and laundering on the retention of chemicals in a protective garment. An examination was made of fabrics which had been exposed to cyfluthrin and cypermethrin in two formulations, both emulsifiable concentrations and wettable powders. A meta-analysis was conducted in four experiments, with each experiment considering fabric weight, detergent type, and concentration. Fabric specimens were contaminated and laundered, after which remaining residues were measured with the use of gas chromatography. Results indicated that the heavier the fabric, the more residue remained. Laundering was more effective with cypermethrin than with cyfluthrin, and the emulsifiable concentrated formulation was more difficult to remove than was the wettable powder. It was also found that increasing the detergent's concentration was effective in reducing cyfluthrin residue. It was recommended that the selection of a detergent be dependent upon the type of pesticide formulation used, with a heavy-duty detergent for the emulsifiable concentrate and a phosphate powder detergent for the wettable powder.

Dress and Appearance Responses to Perceptions of Aging

Jackson, H.O., & O'Neal, G.S. (1994).
Clothing and Textiles Research Journal, 12(4), 8-15.

This study examined the relationship between elderly women's (55 years of age and older) perceptions of aging and their responses in the area of dress and adornment. The study was based on 29 research projects on aging and appearance. Using meta-analysis and content analysis, the results were integrated and summarized. A Generalized Linear Model (GLM) Poisson Regression Analysis was used to identify and summarize appearance-related behaviors in relation to perceptions of aging. Results indicated that elderly females' statements concerning perceptions of aging are associated with statements on specific manipulations of appearance. Changes in body structure lead to the selection of new apparel styles and colors, alteration of ready-to-wear apparel, and emphasis on fit. Age and health were found to be associated with the specific dress response.

Supplementary listing of articles:

A Visual Sensory Evaluation of the Results of Two Pattern Grading Methods. Bye, E. & DeLong, M. (1994). *Clothing and Textiles Research Journal, 12*(4), 1-7.

Comparison of Apparel Production Systems: A Simulation. Oliver, B., Kincade, D. & Albrecht, D. (1994). *Clothing and Textiles Research Journal, 12*(4), 45-50.

Eurocentrism in the Study of Ethnic Dress. Baizerman, S., Eicher, J., & Cerny, C. (1993). *Dress, 20*, 19-32.

Submitted by:

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Family/Consumer Studies
La Famille/Consommation et gestion

Impact of Life-Cycle Stage and Gender on the Ability to Balance Work and Family Relationships.

Higgens, H., Duxbury, L. & Lee, C. (1994)
Family Relations, 43(2), 144-150.

The purpose of this 1990-1992 Canadian study was to examine the impact of gender differences and life-cycle stage on three components of work-family conflict: role overload, interference from work to family, and interference from family to work. A random sample of families of 3,616 employees from the federal public sector and from large private corporations was divided into three life-cycle cohorts: families with preschoolers (age 0-5), families with young schoolage children (age 5-12), and families with adolescents (age 13-18). One parent from each family was selected. Data were collected using a 21-page survey instrument measuring 56 constructs on a 5-point Likert scale.

Two hypotheses were tested: (1) that women experience greater work-family conflict than men, and (2) that parents with younger children experience greater work-family conflict than parents with older children. The amount of time spent by parents in paid employment, home chores, child care, and leisure was also studied.

Statistically significant differences were found for gender and life-cycle in all three components, and interaction between gender and life-cycle was observed for all components of work-family conflict. Employed mothers spent 50% more time than employed men on home chores, although no significant gender differences were found for time spent on child care. Women spent more time in total than men on work and family activities and had higher levels of overload across the life-cycle stages, especially in the third life-cycle stage. Women also experienced more work-to-family and family-to-work interference than men, especially in the first two life-cycle stages. These results supported both research hypotheses and suggest that although fathers have increased the amount of time they spend in child care in the last 20 years, balancing work and family is clearly more problematic for mothers than for fathers. It was concluded that employers and family practitioners need to investigate different mechanisms by which employees can increase their control over work and family conflicts. Interventions should be based on employee needs and programs should be designed and implemented to help both mothers and fathers cope with the challenges of work and family.

Labour Market Participation and Earnings by Female Members of the Baby Boom Generation.

Coulson, L.A. (1994).
Home Economics Research Journal, 22(4), 441-459.

The purpose of this study was to identify the socioeconomic factors predicting female baby-boomer labor force participation and examine how these factors influenced earned income for those who were already employed. The data for the analysis were from the 1986 Survey of American Consumer Finances, using a sample of 723 households in which a female baby-boomer born between 1946 and 1961 resided. Logistic regression analysis was used to identify socioeconomic determinants of labor market employment, and multiple regression analysis to determine the relationship between familial and socioeconomic variables and female-earned income.

Results indicated that the presence of children and other sources of income within the family negatively affected labor market participation by female members of the baby boom generation and decreased their earnings. Prior divorce and education were positively correlated with both participation in paid employment and earnings. Findings indicated that the influential factors on labor force participation and consequent earnings have changed very little, if at all, from those for prior generations of women. Although there has been a major investment made in education, its impact was countered by the influence of the presence of children.

Findings suggest that although education is important, family planning is critical to labor force participation and earnings. They also indicate a need for government and business to provide assistance in alleviating these problems and improving economic independence of families through such measures as child care assistance programs and improved child tax policies.

Supplementary listing of articles:

Children and the Timing of Women's Paid Work after Childbirth. Joesch, J.M. (1994). *Journal of Marriage and the Family, 56*(2), 429-440.

Are Preschoolers from Female-Headed Households Less Nourished? A Comparative Analysis of Results from Ghana and Kenya. Kennedy, E. & Haddad, L.(1994). *The Journal of Developmental Studies, 30*(3), 680-695.

Changing Roles at Home: Implications for Secondary Programs. Klein, S.R. (1994). *Journal of Home Economics, 85*(4), 19-26.

Maternal Employment and Perceived Stress: Their Impact on Children's Adjustment and Mother-Child Interaction in Young Divorced and Married Families. Pett, M. A., Vaughn-Cole, B., & Wamplod, B., *Family Relations, 43*(2), 151-158.

Submitted by:

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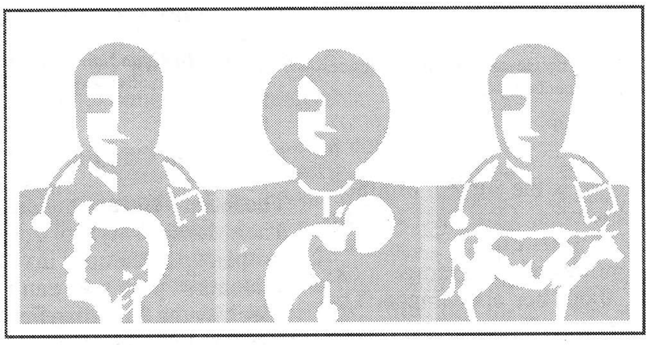
New Developments...

compiled by ***Sheri McBride***



...In Resources

"The Hand That Feeds the World" Resource Kit

The World Food Day Association of Canada has developed a resource kit for high school students designed to explore the links between food and environmental issues from a global perspective. Topics discussed include a review of women's role as food producers in Canada and the Third World, food as a commodity, and future changes in food production as a result of new technologies. The kit includes a 19-minute VHS video, lesson plans, worksheets, classroom handouts, glossary, easy reference guide with background readings, and resource list. The kit costs $49.95 plus $5.00 postage and handling.

To order, write to: World Food Day Association of Canada, 176 Gloucester St., Suite 400, Ottawa, Ontario, K2P 0A6, or phone (613)233-9002.

Bereavement in Later Life

"Bereavement in Later Life" is a British video about seniors coming to terms with personal loss. It recounts the experiences of six retired people dealing with their grief and the day-to-day realities of life after losing relatives to cancer, accidents, or Alzheimer's disease. Participants speak simply and unaffectedly about their distress and the support they have received from the community and family members. This video will be of special interest to health care workers, hospitals, and organizations concerned with seniors' care and bereavement issues. It is available in English only for approximately $90 and is accompanied by a comprehensive counsellor's training guide.

To order, contact: Josephine Marcus, 4 Regency Terrace, Fulham Rd., London, England, SW7 3QW, or phone 011-44-71-373-1832.

All in the Family

In this International Year of the Family the National Film Board of Canada is keeping pace with the production of two new videos about Canadian family life. "Father and Son" is a feature documentary that explores the personal experience behind the public face of masculinity and fatherhood. The film centres on one man's relationship with his aging father as the older man is about to be moved to a long-term-care facility. "Return Home" captures the spirit and experiences of early Chinese-Canadian immigrants and the dilemma of cultural identity faced by their offspring. The film focusses on a young Chinese-Canadian teenager who, after accepting some of the negative stereotypes society applies to her culture, begins to gain a clearer understanding and appreciation of her cultural heritage as she speaks with her grandparents.

To order, contact: your nearest National Film Board office, or phone 1-800-267-7710.

"Credit Wise" Undergoes Major Revision

This recent revision of the informative consumer publication offers valuable and general information on making wise credit choices and assessing one's needs, wants, values, and circumstances. It has been expanded to include new sections designed to give the consumer a broader scope of credit-related information and some practical tools to use. Appendices have also been updated to provide consumers with the most current information on non-profit credit counselling agencies, Consumer Affairs departments, and the chartered banks of Canada. Copies are available in limited quantities free of charge.

To order, write to: Christine Kuch, Canadian Bankers Association, Box 348, Commerce Court West, 30th Floor, Toronto, Ontario, M5L 1G2, or phone (416)362-6092.

Children Home Alone

Ideally, children should be supervised at all times by a responsible adult. However, today's diverse family situations often cannot accommodate this ideal and alternative care arrangements often involve children caring for themselves after school. The Canada Safety Council has designed a 20-page information booklet for school children over the age of 10 who spend part of each day home alone. The booklet provides practical ideas and advice which will help diffuse the possible fears and anxieties of children at home alone, while instilling greater safety awareness and creating responsible young adults. Its comic book appearance and interactive format make it an appealing learning tool for children. Booklets are available in English and French, free of charge while quantities last.

To order, write to: Canada Safety Council, 6-2750 Stevenage Dr., Ottawa, K1G 3N2, or phone (613)739-1535.

Gender and Violence in the Media

Most people spend several hours a day absorbed in the media's re-creation of "real life." But much of what the media portray is selective and value-laden. A recently released publication from Health Canada, entitled "Gender Violence in the Mass Media," examines some of the issues and perspectives relating to gender portrayal and violence in the media. The publication also presents research findings on issues such as the nature and impact of gender portrayal, the effects of media violence, regulatory issues, and gender bias in educational materials and curricula. It includes an annotated listing of related resource materials and a bibliography. Copies are available in both English and French, free of charge.

To order, write to: The National Clearinghouse on Family Violence, Health Canada, Ottawa, K1A 1B5, or phone 1-800-267-1291.

Building Self-Esteem

Self-image and the beauty industry is the subject of a new video released by Blue Dog Pictures. Designed to help children and teens gain a sense of self-respect, "Take Another Look" chronicles the adventures of an "average-looking" teenager who is unhappy about her appearance. The comic fantasy follows her journey to self-acceptance as she tumbles through a mirror into "Glamland." The video is available with a teaching journal.

To order, write to: B. Batten, McNabb & Connolly, 60 Briarwood Ave., Port Credit, Ontario, L5G 3N6, or phone (905)278-0566.

Help for Family Members Caring for Elderly Relatives

Statistics indicate that elderly men and women are remaining in their homes, to be cared for by relatives or hired caregivers, instead of entering care facilities. Often the caregivers are isolated and uneducated in the issues involving home care for the elderly. "Eldercare" is a newsletter designed to help these caregivers cope with their task more effectively. The eight-page, bimonthly newsletter contains news, resource lists, a practical tip section, and articles to inform and encourage family caregivers. The newsletter costs $18.50 (plus GST) for one year (six issues).

To order, write to: Eldercare, 12 Donoara Dr., Suite 202, Toronto, Ontario, M4B 1B4, or phone (416)751-4470.

...In Trends

Some Facts on Work Policies and the Family

The Canadian Advisory Council on the Status of Women recently released a fact book called *110 Canadian Statistics on Work and Family*, which documents the gap between workers' family responsibilities and the response by business and government. The book suggests that business and government policies have failed to keep up with the dramatic changes in the family status of Canadian workers in the past 20 years. For example, the labor force participation rate of women with children aged 3 to 5 increased from 40% in 1976 to almost 70% in 1991. Yet government-licensed child-care arrangements were in place for only 15% of the 2.2 million children under the age of 12 needing care while their parents worked or studied.

Statistics also show that businesses indirectly pay for inadequate child-care services. For example, the rate of absenteeism due to family-related responsibilities for women full-time workers rose from about two days per year in 1977 to five days per year in 1990. In addition, many parents report they are unable to work overtime when requested or desired, or that they worry about the child's care while they are at work, reduce their own hours, or turn down job offers, because of problems in finding adequate child care.

The analysis presented in this text should promote changes in workplace practices and in government policy and programs, such as child-care policies and labor code standards, that will foster the healthier development of children and families and increase Canadian workers' productivity.

Source: *110 Canadian Statistics on Work and Family*, D. Lero & K. Johnson, Canadian Advisory Council on the Status of Women, Ottawa, Ontario.

Hunger on Campus

The latest trend at Canadian colleges and universities is not a new dance or style of dressing. The trend is for food banks to open up on campus in response to the growing number of students so poor they can't afford to buy food. An informal check by the Canadian Federation of Students revealed that food banks had opened on 13 campuses across the country, from Simon Fraser University (British Columbia), to Lakehead University (Ontario), to St. Francis Xavier University (Nova Scotia). One explanation offered for this trend is the high cost of a post-secondary education. The cost is now estimated to be between $8,000 and $11,000 a year for a student living away from home. A growing part of this cost is tuition fees, which have increased 150% between 1985-86 and 1992-93. Another explanation is the lack of summer jobs for students. The unemployment rate for returning students was 17.9% during the summer of 1993.

Source: *1993 World Food Update*, No.8, January, 1994.

Profile of Post-Secondary Education in Canada

The Education Support Directorate has recently released a new publication entitled *Profile of Post-Secondary Education in Canada*. The publication provides a broad perspective on higher education and its relations to various aspects of our society and also covers related issues such as the educational attainment of Canadians, adult education and training, and international comparisons to better illustrate Canada's place among developed nations. Its facts include:

- The number of students enrolled in Canadian universities totalled over 890,000 in 1992-93, 87% studying at the undergraduate level and 13% at the graduate level. Full-time students account for 64% of all university enrolments. These students tend to be young: the median age of undergraduate students is 21, 28 for graduate students. Their part-time counterparts are older with a median age of 30 years for undergraduates and 34 years for graduates.
- The average number of years of schooling completed by Canadians has increased steadily over the past thirty years. In 1961, on average, adults aged 15 years and older had 9.6 years of schooling. By 1991, adults averaged 12.1 years of formal education. Younger Canadians, aged 25-44, had made even larger relative gains, averaging 3.2 years more education than their counterparts 30 years earlier.
- Participation in post-secondary education is increasing world wide. The number of post-secondary students has grown by 40% over the last decade, from 45.7 million in 1980 to 63.8

million in 1990. Canada, with 26.6 million inhabitants, represents about 0.5% of the world population but, with 1.3 million post-secondary students, accounts for 2.2% of the world post-secondary student population. With 5,125 post-secondary students per 100,000 inhabitants, Canada ranks second only to the United States in the proportion of its population enrolled in post-secondary education. Both countries have nearly twice as many post-secondary students, relative to the size of their populations, as most other developed countries.

Source: *Profile of Post-Secondary Education in Canada*, Human Resources Development Canada, 1993.

"The State of the Family Canada" Report

As part of its national mandate to promote the importance of families to Canadian society, the Canada Committee for the International Year of the Family 1994 has recently released a national public opinion survey, entitled "The State of the Family Canada," conducted by the Angus Reid Group. The comprehensive investigation probes into the lives of Canadian families across the country in the 1990s and their perceptions of family life. Some of its findings include:

- There is a perception gap among Canadians today about our families.
- While Canadians are likely to believe that the family in Canada is in crisis because of the perceived high rate of divorce, immorality, and general lack of values, over 60% of Canadian families say they live a happy and content family life.
- Most Canadians describe their family as the greatest joy in their lives.
- Married couples expressed most satisfaction with their lives, compared to those who are currently divorced or separated.
- Most Canadians feel they have experienced happy childhoods. Despite this, nearly 20% strongly agree that "there was a lot of conflict in my family while I was growing up."
- Almost all youth surveyed (93%) predicted that their family will be the most important thing in their lives; 91% are confident that they will marry; 90% believe that marriage is for life, while only 30% say it is possible that their marriage will not work out and they will get a divorce; 89% expect to have children.
- Of the parents surveyed who were in the labor force, 40% agreed that "If I could afford to, I would stay home with the kids – I work because we need the money." However, parents who work outside the home feel they have been able to achieve "a good balance between my job and time with my family." Satisfaction on this count is more prevalent among those working part-time.

Other key findings from the study include perceptions of the impact of divorce on the lives of adults and children and public policy issues regarding family benefits for same sex couples, and descriptions of activities enjoyed by families.

Source: *The Status of the Family Canada*, Canada Committee for the International Year of the Family, 63 Sparks St., Suite 112, Ottawa, Ontario, K1P 5A6. Phone (613) 230-7556.

Unpaid Work: Measuring its Worth

The last few years have seen a growing interest in measuring the monetary value of unpaid work. Traditional economic measurements have overlooked many of the contributions of rural people, retired people, and the long-term unemployed. Methods for measurement of unpaid work have become more exacting in their evaluation and results have been viewed with less skepticism. This change in attitude reflects the growing number of people working outside of their homes for more hours a week than ever before. Many of the things they used to do without pay have become services that must be paid for. The change in attitude also reflects a small but growing number of Canadians who are retreating from the work force, making do with less money in exchange for what they consider to be a better way of life.

Statistics Canada recently estimated that unpaid housework in Canada in 1992 was worth between $211 billion and $319 billion, which amounts to 30-45% of the gross domestic product. Figures show that women do significantly more unpaid work than men. To combat this exclusion of valuable work, several community groups are calling for one or more questions on unpaid work to be added to the Census. Such inclusion would identify this issue as a topic for government policy development.

Source: *Transition*, June, 1994.

...In Products

Rainbow Potatoes

Researchers at the University of Guelph have designed and tested three new varieties of potatoes— red, purple, and gold. The "Royal Gold" has purple skin and yellow flesh. It scored higher in dry-matter content and bake and boil tests than the Chieftain variety, a popular potato grown in Ontario. The other two new "spuds" don't have catchy names yet, but like Royal Gold, they both out-ranked Chieftain in terms of dry-matter content and bake and boil scores. One has red skin over yellow flesh, and the other has red skin and white flesh. The unique skin and flesh colors are considered initial selling points in Ontario's $25-million-a-year restaurant- and table-potato markets.

Source: *Canadian Grocer*, June, 1994.

Politically Correct Cleaning Agent

For many Canadians who are chemically-sensitive or environmentally-conscious, the carpet and upholstery shampoo elements of household cleaning can bring grief. "Natural," a cleaning agent which uses natural ingredients, lets consumers clean carpets and upholstery safely. Chem-Dry's "Natural" solution uses the effervescence of carbon dioxide to loosen dirt from carpet fibres and lift soil to the surface for extraction with chamois-like buffer pads that absorb the dirt and moisture. The process leaves no soap or chemical residue to cause health damage or rapid re-soiling. Carpets dry in approximately one to two hours.

To order, write to: Cheryl Andrews, Chem-Dry, 8361B Noble Rd., Chilliwack, B.C., V2P 7X7, or phone (604)795-9918.

Goldfinger Bananas

A new banana— stouter, shorter, sharper-tasting, and easier to peel than a regular banana — will soon appear in Canadian grocery stores. Called "Goldfinger," the new hybrid could eventually replace the Cavendish banana currently found in supermarkets. One of Goldfinger's as-sets is its resistance to black *Sigatoka*, a fungal leaf-spot disease that is threatening to make Cavendish bananas extinct. Large banana companies must spend up to $1,000(US) per hectare each year for chemical fungicides to preserve export crops. Goldfinger is ideal for smaller growers who can't afford to spray.

Source: *Canadian Grocer*, May, 1994.

Swimsuits with Sun-Sense

Canada's Christina Swimwear Ltd. is offering its clients protection from the sun. Test results show Christina's swimsuit fabrics offer from 80-99% protection against ultraviolet rays, with lighter fabrics letting more rays through than darker, more opaque materials. The company is also using a hangtag on the 1994 swimwear collection cautioning wearers to "Tan with Care" and providing tips on sun-protection. As an added service, a mini-chart on "sunsense" for consumer education is available with the suits. The charts feature two photo-sensitive strips which rate the intensity of the UV rays from low/moderate to high/extreme.

Source: *Style*, April, 1994.

...In Ideas

Warship Recycling

Some homeless families in Scotland will be getting novel housing in the form of a 40-year-old Russian battleship that a Scottish charity is buying and bringing home. The vessel is fully equipped with showers, toilets, kitchens, and laundry facilities. It can house up to 1,500 people.

Source: *Edges*, Spring, 1994.

Frequent Shopper Programs Encourage Customer Loyalty

Retailers are encouraging customer loyalty by the use of "frequent shopper" or customer loyalty cards. There are basically two types of cards: one that gives straight price discounts on certain items, and another that allows the customer to collect "points" that can be redeemed for benefits either inside or outside of the store. Programs for the cards can be technologically sophisticated or very simple. The high-tech systems give the added advantage of helping the store get to know their customers better and discover which products sell well. Although set-up costs are high, especially for the more sophisticated systems, the handling costs are cheaper than for traditional coupons. Suppliers benefit because electronic couponing allows for closer monitoring of which sale products are moving.

Source: *Distribution News and Views*, Agri-Food Development Branch, April, 1994.

Teach Your Children Well

In the small northern community of Cambridge Bay, a group of 20 Inuit elders have taken on the task of ensuring that their cultural traditions and values remain alive. The Eneknigeet Katimyiit Elders group teaches classes on the "old ways" to students from the local elementary school. Story telling, traditional techniques for cooking and sewing, making and wearing traditional clothing, drum dancing, and games of the past are just a few of the activities students participate in in order to gain an appreciation for and understanding of their heritage. The elders also give lessons in the Innuinaztun language— and since no dictionary exists in this dialect, they plan to gather the information to create one. This project is an example of communities working together to ensure their health and prosperity.

Source: *Seniors Info Exchange*, Winter, 1993-94.

Safer Clothing with New Labels

Chemical residues on commercial clothing cause skin irritations and respiratory problems for some consumers. To combat this problem, a label certifying that textile products are free from harmful substances is being offered for the first time to manufacturers in the United Kingdom after national testing. Approved textile products may carry a label with the words: "Confidence in Textiles — Passed for Harmful Substances According to Oeko-Tex Standard 100." In order to qualify, the product must reach predetermined standards in nine different tests: pH value, formaldehyde content, extractable heavy metals, pesticide content, pentachlorophenol content, azo-dyestuffs, color fastness, emission of volatile and odorous compounds, and sensory odor test.

Source: *Textile Month*, June, 1994.

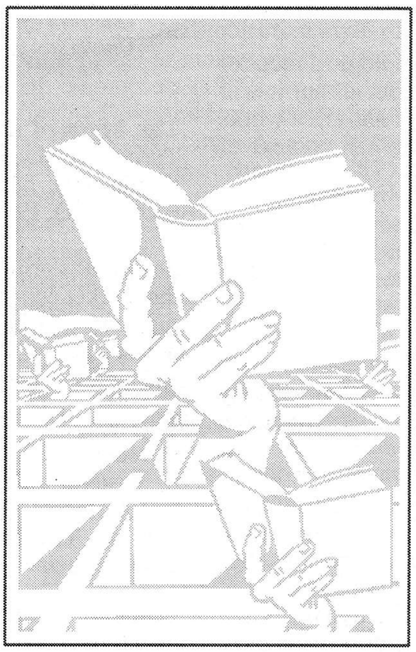
Recreating Period Elegance Electronically: Historic Costume Mailing List

A computer network is available to those interested in historic costume recreation. It concentrates on recreating period costume from the Bronze Age to the mid-20th century. Its emphasis is on accurate historical reproduction of clothing, historical techniques for garment construction, and the application of those techniques in modern clothing design. Other topics include adapting historical clothing for the modern figure, clothing evolution, theatrical costumes, pattern materials, books, and sources for supplies. To subscribe, e-mail: *h-costume- request@andrew.cmu.edu.*

Source: *Costume Society of America Newsletter*, Spring/Summer 1994.

Book Reviews

compiled by ***Nancy E. Reddin***



Textile Science by Kathryn Hatch. (1993). Minneapolis: West Publishing Company, 472 pages. $19.00. ISBN 0-314-90471-9.

For home economists teaching textile science, one of the many challenges is to communicate to students detailed scientific subject matter from a general home economics perspective. Kathryn Hatch's new introductory post-secondary text, *Textile Science*, meets this challenge by taking a general consumer approach rather than a scientific approach to content. Hatch provides detailed information on textiles and demonstrates how this information is applied in everyday use by manufacturers and consumers. Her extensive use of visual aids, discussion of current technological developments in the textiles industry, and methodical organization of information makes for clear and interesting reading.

The text is arranged into five units. The first introduces the reader to the field of textile science by defining the components of textile products and outlining their interrelationships. The remaining units review specific fibres, yarns, and fabrics and discuss the thermal, mechanical, and chemical treatments applied to them. Each unit is prefaced with an "Overview" that describes its layout and provides definitions of concepts and theories discussed in the unit's chapters. A "Detailed View" at the beginning of each chapter identifies specific topics discussed and how they are interrelated. Each chapter concludes with a summary designed to isolate basic concepts from the detail of the text. These organizational features provide the reader with several opportunities to review important fundamental concepts and to see the commonalities linking ideas reviewed throughout the text.

The author has included additional features which add to the text's educational value. First, Hatch makes extensive use of illustrations and photographs of textile structures to facilitate the comprehension of concepts and identification of structures. Second, she has gone to great effort to ensure that readers are introduced to recent technological developments in textile science. For example, discussions on microfibres and high resolution ink-jet printing are included. Third, a textile identification manual and swatch kit are available from the publisher to use as the basis for laboratory sessions.

Textile Science is a text primarily for the university market, but because of its broad scope and emphasis on the practical application of theory, it is also of value to individuals who are working or planning to work in soft-goods retail merchandising and in interior or apparel design. The fundamental concepts discussed within will be of use for years to come.

Reviewed by:

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Families in Canadian Society: An Introduction (2nd ed.) by Maureen Baker and Janet Dryden. (1993). Toronto: McGraw-Hill Ryerson Limited, 429 pages. $29.35. ISBN 0-07-551366-8.

The format of this textbook closely follows the family studies curriculum for Ontario secondary schools. Those familiar with the first edition of *Families in Canadian Society* will recognize the Carter/McGoldrick family life-cycle framework which reappears in this edition. Each chapter based on a stage of the life-cycle includes specific tasks of that stage, historical and cultural perspectives, selected issues, and future trends. Maureen Baker's sociological expertise has been enhanced by the contributions of Janet Dryden, a teacher of family studies. The suggested readings, issues for discussion, and further activities at the end of each chapter encourage students to develop analytical and cognitive skills that will be valuable at the post-secondary level.

The limitations of a life-cycle framework have been more clearly addressed in this edition by the expansion of the Selected Issues to recognize the changing complexities and variations of family life. More attention has been given to historical and cultural perspectives, while statistics, graphs, references, cartoons, photographs, and further readings have all been expanded and updated.

As an introduction to the sociological study of the family, this book has some valuable components. Terminology used to describe the social, demographic, economic, legal, and cultural trends relating to family life are highlighted. Definitions are included in an extensive glossary. Conceptual frameworks which have shaped the study of family, such as structural functionalism and systems theory, are clearly explained. The final chapter provides a strong summary of how changes over time in the larger society have influenced the Canadian family.

The textbook certainly captures the demographics of Canadian families, but it seems to limit the study of family to an empirical and scientific process of testing hypotheses (see Methods of Studying Family, p. 40, and Beginning a Research Project, p. 48). Students are encouraged again and again under Further Activities to interview individuals, couples, children, parents, and groups at various stages of the life-cycle, yet the primary purpose of this is not to question the meaning of family or to understand the perennial problems of family life, but to compile, categorize, and technically classify families. What is overlooked in this text is the power of narrative and the validity of life-story and phenomenology as methods of studying family.

This text will satisfy the theoretical sociological focus of a senior secondary level family studies course, but it will need to be supplemented with a variety of narrative works that provide insight into the everyday human context of families in Canada.

Reviewed by:

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Families: Changing Trends in Canada (2nd ed.) by Maureen Baker, ed. (1990). Toronto: McGraw-Hill Ryerson, 391 pages. $30.95. ISBN 0-07-549795-6

In the preface to *Families: Changing Trends in Canada*, the editor states that the first edition of the book was written in order to provide a Canadian textbook for family studies courses. The scope of this second edition has been broadened to include material on mate selection, marital dynamics, the family life-cycle approach, the effect of children on parents, and cross-cultural comparisons.

The book contains 14 chapters from 11 different contributors, most of whom are sociologists. The sociological approach is evidenced in the text's organizational themes which are historical, cross-cultural, and structural. In addition to the chapters that cover family theories and research methods, historical perspectives, and marriage and family dynamics, the text contains chapters on cultural variations, controversies within family law, families and aging, family violence, and family policy.

Each chapter contains at least one two-column For Interest special issue box which is typically a newspaper article related to the chapter's topic. Black and white pictures, figures, tables, and charts are used to illustrate text points. Each chapter concludes with a list of related discussion questions. There is also a glossary.

The text shows sensitivity to cultural and family diversity. There is attention to ethnic families, step-families, and same sex couples and parents. Gender neutral language is used and issues important to women are incorporated throughout the text. Overall, it tends to be issue-oriented with only moderate coverage of family conceptual frameworks. It uses neither case studies nor self-assessment tests, as are sometimes used in introductory family texts to draw readers into the material.

The usefulness of this book as a course textbook will, of course, depend on the scope and setting of the course being taught. It is worthy of consideration as a supplementary text for an introductory level family course that takes a sociological approach. The chapters on cultural variation, family policy, and family law could provide a Canadian perspective and complement U.S.-based texts. If, however, the course is focussed more on families and family system dynamics, *Families: Changing Trends in Canada* falls short of providing sufficient coverage of extant family theory and research and may not be a worthwhile addition.

Reviewed by:

Jennifer L. Wing, BHE, MA
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The Myth of the Market by Jeremy Seabrook. (1991). Toronto: University of Toronto Press, 180 pages. $37.95 (hardcover); $18.95 (paperback); ISBN 1-895431-09-3 (hardcover); ISBN 1-895431-08-5 (paperback).

Seabrook's primary point in *The Myth of the Market* is that the market economy has brought the planet to the edge of ruin and that no more efficient system could have been devised to carry this out. The book presents a *mélange* of anecdotes to amplify this contention.

The tone and philosophy seem to be a manifesto of the "Greens" in condemning the market economy, the capitalist system, and generally what consumerism, in all its various facets, has done to the planet. The author proposes that the "Greens" of the West need to unite and clearly espouse their visions and hopes.

The author includes such a wide range of topics that the material presented is somewhat disjointed and the focus of the book is not always clear. A chapter on crumbling ideologies, for example, includes such topics as decreasing political participation, social justice and sustainability, law and order, break-up of the family, convenience foods, and war on the poor. Then there are a series of chapters on selected problems in various countries—India, Finland, Scotland, Italy—all caused by the lure of profit, greed, and the market economy in general. There are some interesting points, nonetheless, for exploring change and resisting the negative effects of consumerism on the earth's ability to sustain itself.

The book could be considered for general reading, as additional reading for courses on the environment, or as a source of information for those who have a commitment to sustainability and the environment.

Reviewed by:

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Improving Writing Skills: Memos, Letters, Reports and Proposals by Arthur Asa Berger. (1991). (*Survival Skills for Scholars* Vol. 9) Newbury Park, Calif.: Sage Publications, Inc., 83 pages. $35.95 (hardcover), $18.95 (paperback). ISBN 0-8039-4822-0 (hardcover) ISBN 0-8039-4823-9 (paperback).

According to Berger, our writing is like an advertisement, revealing our personality, sense of style, knowledge, and imagination. Therefore, each and every word needs to be considered carefully. In this new volume in the series, *Survival Skills for Scholars*, Berger describes how to get a written message across in a clear, concise, and persuasive manner. Berger's previous work includes *Scripts: Writing for Radio and Television*. His experience is evident in this, his latest work on writing.

In the first section, Berger gives specific and easy to follow guidelines for what to include in effective memos, letters, reports, and proposals. He then discusses how to make these documents more effective through developing "readable writing," generating creative ideas, following through the process of writing, and using effective layout and design. For example, suggestions for creating readable, interesting, and authoritative reports include being specific, being accurate, and being objective without using "emotionally charged language." Readable-writing strategies include organizing ideas and varying sentence and paragraph lengths. He also provides tips for using words effectively, including how to choose the "right" word, which types of words to avoid, and how to organize words to achieve the desired result. Examples of actual memos and letters are provided, as well as itemized lists, rules, suggestions, formats, and components of various written works. Since collaborative writing is becoming more common, Berger also includes a discussion of this topic as well as "brainstorming" in the chapter "Developing Creative Ideas." Appendices, which include a checklist for writers and computer aids for writing, are a valuable addition to the book.

Educators, academics, or business persons will find this book convenient and irreplaceable— a must to have on hand, whether writing for the first time or after years of experience. Berger's guidelines and suggestions are suitable for all types of written work. For example, the eight rules for writing memos, which include "know your reader," "do not write in haste," and "have a colleague edit it," are easily applied to other types of written work. Berger's entire book is a good example of practising what you preach in that he writes with style, economy, and purpose. Read and apply Berger's writing skill techniques to enhance the effectiveness of your next writing project.

Reviewed by:

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Médecine traditionelle en Acadie par Marielle Cormier-Boudreau. (1992). Moncton, N.B.: Les Éditions d'Acadie, 290 pages. 24,95$.

Ce volume est le résultat d'une enquête ethnographique menée par l'auteure dans deux régions du Nouveau-Brunswick, soit le nord et le nord-est. L'ouvrage présente des moyens utilisés pour composer avec la maladie et la souffrance par les ancêtres acadiens vivant en milieu rural et pour qui les soins d'un médecin ou d'un hôpital étaient rarement accessibles. Bref, le document tente d'interpréter les comportements traditionnels du peuple acadien dans le domaine de la médecine ancienne, c'est-à-dire, les moyens de traitement provenant de la sagesse populaire, les croyances religieuses, les rituels et parfois la superstition.

Les lecteurs et les lectrices de ce volume trouveront son originalité dans son contenu et dans sa méthode de présentation. De fait, l'auteure présente successivement un répertoire de nombreux remèdes familiers nommé pharmacopée populaire qui comprend entre autres, les éléments suivants: produits minéraux, végétaux et animaux, les substances chimiques et alimentaires, de même que les produits divers. Par la suite, on y retrouve un bon nombre de recettes et de méthodes de préparation de rèmedes tels les cataplasmes, les liniments, les onguents, les sirops, les tisanes, les toniques et autres. Enfin, une section spéciale est consacrée aux croyances et mesures prises en ce qui concerne la grossesse et l'accouchement.

Selon l'auteur, bien que la médecine moderne ait franchi des étapes importantes, il semblerait que les Acadiennes et les Acadiens du Nouveau-Brunswick n'auraient jamais complètement cessé de pratiquer une certaine forme de médecine populaire. S'il en est ainsi, le volume 'Médecine traditionelle en Acadie' devient un outil fort utile pour les individus qui ouevrent auprès de ces familles puisqu'il explique une partie des pratiques alimentaires de ce peuple. De plus, ces mêmes pratiques alimentaires se retrouvent chez bon nombre de familles du Québec. Une meilleure compréhension des habitudes alimentaires permet d'offrir de meilleurs conseils en matière de choix alimentaires.

Compte-rendu soumis par:

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École de nutrition et d'études familiales
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Moncton, N.B.

OTHER BOOKS RECEIVED

School Days: The One-Room Schools of Maritime Canada by George Peabody. (1992). Fredericton, N.B.: Goose Lane Editions, 137 pages. $16.95 (paperback). ISBN 0-86492-142-X.

The Age of Light, Soap, and Water: Moral Reform in English Canada, 1885-1925 by Mariana Valverde. (1991). Toronto: McClelland & Stewart Inc., 208 pages. $16.95 (paperback). ISBN 0-7710-8689-X.

Their Rightful Place: An Essay on Children, Families and Child Care in Canada by Loren Lind and Susan Prentice. (1992). Toronto: Our Schools/Our Selves Education Foundation, 149 pages. $10.00. ISBN 0-921-90810-5.

Texts of Paolo Freire by Paul V. Taylor. (1993). Toronto: Open University Press, 169 pages. $90.00 (hardcover) $32.50 (paperback) ISBN 0-335-19020-0 (hardcover), ISBN 0-335-19019-7 (paperback).

Population, Technology, and Lifestyle: The Transition to Sustainability by Robert Goodland, Herman E. Daly, and Salah El Serafy, eds. (1992). Peterborough, Ont.: Broadview Press, 154 pages. $26.95 (hardcover). ISBN 1-55963-199-6.

Art in Dress by P. Clement Brown. (1992 reprint of 1922 edition). Mendocino, Calif.: R. L. Shep Publishers and Booksellers, 192 pages. $17.95 (paperback). ISBN 0-914046-19-5.

BOURSES D'ÉTUDES SUPÉRIEURES

Admissibilité

Conditions à remplir:

- être citoyenne canadienne ou immigrante reçue
- être membre de l'ACEF
- être diplômée d'économie familiale, d'écologie humaine ou d'études des consommateurs (voir les autres conditions dans les descriptions)
- poursuivre des études de niveau supérieur

Les candidates peuvent s'inscrire à 2 bourses au maximum. Elles doivent lire attentivement les descriptions ci-contre pour choisir les bourses correspondant le mieux à leur cas.

Les personnes qui ont déjà reçu une bourse d'études de l'ACEF peuvent poser à nouveau leur candidature si elles sont encore inscrites à des études supérieures. Les candidates qui n'ont pas été sélectionnées peuvent postuler à nouveau la même bourse, ou une autre, les années suivantes. Nous ne gardons pas les dossiers. Il faut chaque fois faire une nouvelle demande.

Attribution des bourses

Les demandes qui répondent aux critères sont évaluées en fonction des qualités personnelles de la candidate, de son apport passé ou possible à la profession de l'économie familiale et de ses notes.

Les intéressées seront informées au plus tard le 30 avril de la décision du Comité des prix et bourses. Les personnes sélectionnées recevront l'argent après confirmation de leur inscription dans leurs programmes respectifs.

Modalités de demande

Le formulaire de demande dûment rempli doit être envoyé au plus tard le 15 janvier, le cachet de la poste faisant foi.

Les formulaires sont disponibles dans les facultés ou à l'ACEF.

Canadian Home Economics Association
Association canadienne d'économie familiale

151, rue Slater, bureau 901, Ottawa (Ontario) K1P 5H3
Téléphone: (613) 238-8817 Télécopieur: (613) 238-1677

Doctorat 4000 $	**Bourse du Cinquantenaire** Célébration du Cinquantenaire de l'ACEF. Les candidates doivent avoir été membres de l'ACEF au moins deux ans.
2^e et 3^e cycles 4000 $	**Bourse du Vingt-cinquième anniversaire** Célébration du Vingt-cinquième anniversaire de l'ACEF.
2^e et 3^e cycles 4000 $	**Bourse commémorative Mary A. Clarke** Offerte en l'honneur de Mary Clarke, membre éminent de l'ACEF et présidente de 1952 à 2954.
2^e et 3^e cycles (alimentation) généraux déjà indiqués 1000 $	**Bourse de Nestlé Canada Inc.** La sélection est faite d'après les critères et l'intention de la candidate de faire carrière dans l'industrie de l'alimentation. Décernée par Nestlé Canada Inc.
2^e et 3^e cycles 1000 $	Bourse **Robin Hood Multifoods** La préférence ira à une personne qui veut faire carrière dans les affaires, le service aux consommateurs (alimentation) ou la gestion de services alimentaires. Décernée par Robin Hood Multifoods Inc.
Maîtrise en Éducation 5000 $	Bourse **Ruth Binnie** (2 bourses) Destinée à une diplômée en économie familiale ou éducation à l'économie familiale, détentrice d'un certificat d'enseignement professionnel et très intéressée par l'enseignement de la profession et l'éducation à l'économie familiale. La préférence ira d'abord aux étudiantes à plein temps. Les bourses offertes aux étudiantes à temps partiel seront proportionnelles. En plus des critères généraux indiqués pour les bourses, le Comité tiendra compte des contributions de la candidate à l'enseignement de l'économie familiale dans les écoles secondaires, et de son apport possible dans le domaine de l'éducation. La bourse est décernée grâce à la générosité de feu Ruth Binnie (Halifax) pour une éducation de qualité en économie familiale au Canada.

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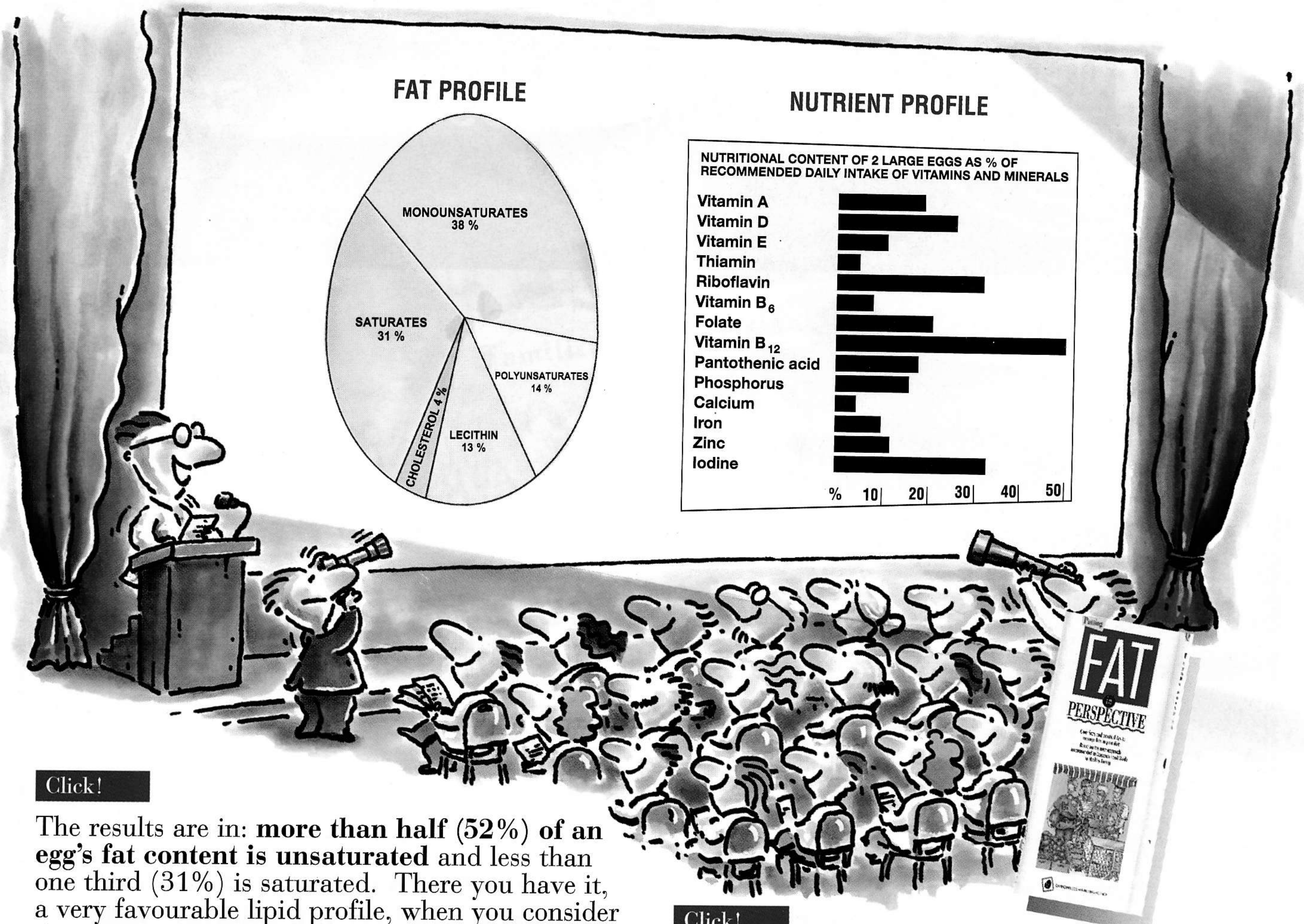
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[1] National Institute of Nutrition. Dietary fat. Fine tuning the message. **NIN Review**. Winter 1993.

[2] Based on **Canadian Nutrient File** data and **Recommended Daily Intakes** as established by Health Canada.

[3] **Canada's Food Guide to Healthy Eating**, Health Canada, 1992.

A serving of two large eggs contains 150 kilocalories (623 kilojoules), 12.5 g protein, 1.2 g carbohydrates, 10.0 g fat, 1.4 g polyunsaturates, 3.8 g monounsaturates, 3.1 g saturates, 432 mg cholesterol and 1.3 g phospholipids.

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